DOCUMENT RESUME

ED 327 191 IR 053 366

AUTHOR	Shubert, Joseph F., Ed.; Josey, E. J., Ed.
TITLE	The New York Library Association Centennial.
INSTITUTION	New York State Library, Albany.
REPORT NO	ISSN-0006-7407
PUB DATE	90
NOTE	79p.
PUB TYPE	Collected Works - Serials (022)
JOURNAL CIT	The Bookmark; v48 n2 Win 1990
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	Academic Libraries; Elementary Secondary Education; Higher Education; Information Management; Information Technology; *Library Administration; *Library Associations; Library Education; Library Services; *Outreach Programs; *Public Libraries; School Libraries; Special Libraries
IDENTIFIERS	*New York

ABSTRACT

The 15 articles in this theme issue celebrate the one-hundredth anniversary of the New York Library Association (NYLA), which was founded by Melvil Dewey. These articles provide an overview of the past, present, and future of NYLA and its constituent interest groups, are: (1) "The New York State Library Centennial" (James Corsaro); (2) "Melvil Dewey and the Origins of NYLA" (Wayne A. Wiegand); (3) "NYLA at Half Century" (Richard D. Johnson); (4) "No, She Doesn't Have a Library Degree" (Dadie Perlov); (5) "New York Library Association--Governance" (Ruth A. Fraley); (6) "NYLA's Role in Library Legislation: Gaining Resources for Information and Library Service" (Joan Neumann); (7) "SLMS (School Library Media Section)/NYLA: What Was, What Is, What Will Be" (Julia C. Van de Water); (8) "Public Libraries Section: From Signatures to Synergy" (Marie Bruce Bruni); (9) NYLA's Academic and Special Libraries Section: Enthusiasm for the Future" (Janet M. Welch); (10) "Section on Management of Information Resources and Technology (SMART): A History, 1957 to 1990" (Ellen C. Rappaport and Teresa Strozik); (11) "Diversity--The Challenge for NYLA's Reference and Adult Services Section" (Jeanne M. Biggins); (12) "Youth Services: Cultivators, Educators, Motivators!" (Iris Bartkowski); (13) "NYLA By the Year 2000" (Susan Lehman Keitel); (14) "Documenting NYLA History: The NYLA Archives" (Frederick Bassett); and (15) "Summary and Evaluation of the New York State LSCA (Library Services and Construction Act) Program, FY 1989." (SD)

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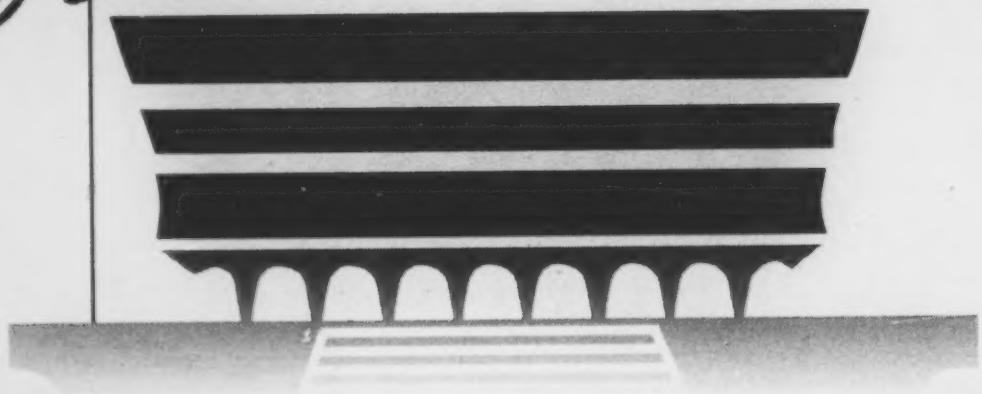

NEW YORK STATE LIBRARY

Winter 1990

The New York Library Association Centennial

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The Bookmark

VOLUME 48 — NUMBER II WINTER 1990

THE NEW YORK LIBRARY ASSOCIATION CENTENNIAL

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Issued quarterly by The State Education Department, New York State Library, Albany. Sent on exchange to libraries. Individual subscriptions within the United States, Canada and Mexico are $15.00 a year; $4.00 a copy. Annual subscriptions outside of the United States, Canada and Mexico are $20.00; $8.00 a copy. Subscriptions are available from Documents/Gift and Exchange, New York State Library, Albany, New York 12230. Make checks payable to *New York State Library.*

The Bookmark is indexed in *Library Literature, Public Affairs Information Service* and *CALL (Current Awareness - Library Literature).*

Winter Scene: The Cultural Education Center — from the West, Mark Kenyon, 1989.

THE NEW YORK LIBRARY ASSOCIATION CENTENNIAL

One hundred years ago, the New York Library Association (NYLA) met for the first time with 43 people in attendance. Led by Melvil Dewey, these earliest members of NYLA laid the foundations for a NYLA in 1990 with some 3,800 members and a vastly increased agenda. In 1890, sections and roundtables devoted to special interests or specific library types were nonexistent, except perhaps as a glint in Dewey's eyes. One of the Association's chief goals in 1890 was the publication of annual *Best Books* lists as selection tools for public libraries. Today, librarians remain concerned with book selection but also must acquire microforms and audiovisual materials. Collection development librarians, coping with a phenomenal increase in monographic and serial publication, confront other bewildering choices. They must also consider an array of computer hardware and software, automated databases and information sources not dreamed of by NYLA leaders living and working in a world where the radio was yet to be invented and Charles Babbage's primitive computing machines were unknown except to a very few.

Information, as everything else in 1890 (except perhaps Melvil Dewey), moved slower than it does in 1990. The increased speed of communications and the gigantic information storage capacities of the tiny microchip as opposed to miles of bookshelves may help to make possible the democratization of information for all people in our society. However, the control of the "information machinery" has darker implications as librarians, legislators and others struggle to keep information flowing from government, business and other sources.

Finally, the broadening and deepening of American society since 1890 by a great expansion in population numbers and ethnic diversity (including many "new" immigrant groups from the Far East and Latin America) as well as the increased awareness of the significance of gender and minority rights presents librarians in New York State with additional challenges for providing information to all who request it. This diversification also affects the way librarians view themselves, their profession and their value to society.

Yet, is the modern NYLA really fundamentally different from the NYLA of 100 years ago? The surface realities of our society and the library and information services that we provide have changed radically in the past century, but the underlying assumptions have remained the same, at least for libraries in New York State. These assumptions remain: to create the most complete collection of information materials possible within our budgets; to produce easily understood and widely available means of access to the body of information; to provide friendly, competent access to this information, whether dealing with children or postdoctoral scholars; and to preserve this information, perhaps in new formats, but nevertheless to save it for future generations.

Specifically, NYLA's earliest bylaws stated the need to work with the State Legislature on legislation favorable to libraries; "to stimulate library interests...by means of addresses, articles in the press, circulation of printed matter...and by all other proper means at its disposal;...to organize and promote...the exchange of duplicates, interlibrary loans and other forms of cooperation;...to enroll all whose interest can be depended on ...to work toward the ideal when the libraries of New York shall...be second to those of no state or country in the world."

The objectives of NYLA as it begins its second century and the next millennium may be more sophisticated, endowed with greater technological mastery, managed by a better educated and active library community and serving an ever-growing world of information needs. Notwithstanding, the goals articulated in the plainly written 1890 constitution remain essential guidelines for the continued growth of NYLA.

This issue of *The Bookmark* celebrates the centennial of the New York Library Association by providing an overview of the past, present and future of NYLA and its constituent interest groups.

Articles by Wayne Wiegand and Richard Johnson supply a historical context for thinking about how NYLA became what it is today, while Frederick Bassett's description of the historical records of NYLA whets the appetite of history-minded researchers to know more about these origins. Ruth Fraley interprets the not-so-mysterious means by which NYLA governs itself and keeps all of the sometimes disparate interests moving in the same direction. The change from a purely volunteer association to one with a professionally directed central office and the impact that made on library

legislation and other NYLA activities is remembered by Dadie Perlov, the first full-time Executive Director of the Association. The intricacies of the legislative process and the effect that organized librarians with a specific agenda can have on the process is illuminated by Joan Neumann, Chair of NYLA's Legislation Committee. Current and past section leaders Marie Bruni, Ellen Rappaport, Teresa Strozik, Iris Bartkowski, Janet Welch, Jeanne Biggins and Julia Van de Water present glimpses of the history as well as the outlook for their sections. Susan Keitel, NYLA's current Executive Director, describes the mission and role of NYLA as it enters its second century. Finally, we present in chronological form a miscellany of interesting facts about library services, NYLA and the State Library.

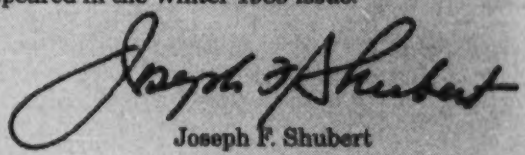
This year, the Governor's Conference on Library and Information Services will lay additional groundwork for future library development in New York State. The role of NYLA, as the premier professional library association in New York State, will be crucial to these efforts. The New York Library Association's achievements recounted in this issue allow one to hope for the realization of the goal first stated in 1890 that the "libraries of New York...be second to those of no state or country in the world."

James Corsaro

James Corsaro and his authors have provided us with a fine issue of *The Bookmark* to mark the centennial of the New York Library Association. It celebrates the accomplishments of NYLA's first 100 years and suggests the pervasive awareness of tasks ahead. We are pleased that Mr. Corsaro, Head of the New York State Library's Manuscripts and Special Collections unit, undertook the task of planning and editing this NYLA centennial issue. His article "The Regents and Libraries in Nineteenth Century New York," in the Spring 1984 issue of *The Bookmark*, is additional evidence of his scholarship and interest in the history of library services in New York State.

We celebrate NYLA's centennial in a world of librarianship vastly different from that of Melvil Dewey's and with a different NYLA relationship to the New York State Library and the Regents. As we move into the 1990s, we do so with the Regents goal of ensuring "timely and free access, through local libraries working within library systems, to a full range of informational resources and services, provided without restriction of censorship or violation of privacy" for every resident of New York State. NYLA programs and policies indicate that NYLA shares this goal and it is clear that our respective visions of the importance of library services provide a strong platform for working together.

This issue also includes the 1989 report on the Federal Library Services and Construction program. We are also pleased that Mark Kenyon has given permission to include in this issue his 1989 winter drawing of the Cultural Education Center. An earlier drawing of ice skaters on the Plaza in front of the Cultural Education Center appeared in the Winter 1989 issue.



Joseph F. Shubert

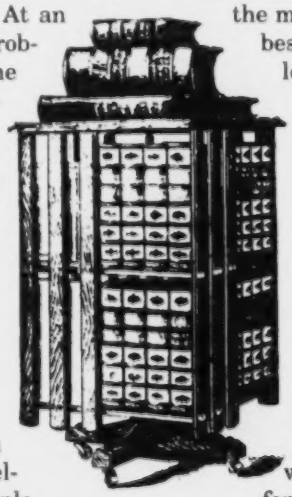
MELVIL DEWEY AND THE ORIGINS OF THE NEW YORK LIBRARY ASSOCIATION

By Wayne A. Wiegand, Professor,
School of Library and Information Studies,
University of Wisconsin-Madison

Any history of the New York Library Association (NYLA) must begin with Melvil Dewey. He spearheaded the movement to organize it, and, for most of the 1890s, he chose when and where it would meet. He also crafted NYLA's agenda during its formative years in large part because the loyalty he commanded from the Empire State's library community allowed him to direct its early development. This essay is an attempt to identify the personal, professional and political environment in which Dewey formed the Association. It is based on research undertaken for a forthcoming book-length biography of Dewey[1] and thus draws from a chronologically wide range of Dewey's activities and plans that can be traced back to the 1850s in Adams Center, a small village in upstate New York, where he spent his early life.

He looked to public libraries as places where Americans could educate themselves.

There Dewey grew up with a sensitivity to the educational needs of New York's rural citizens, the vast majority of whom had few opportunities. At an early age he determined to address this problem, for he came to believe education of the masses was the best means by which society could correct its ills. By the time he had graduated from Amherst in 1874, the rough outlines of his life's work were already set. He looked to public libraries as places where Americans could self-educate at their own pace, and he decided to channel most of his energies towards improving their services and expanding their numbers by emphasizing system, efficiency and organization.



System, efficiency and organization were evident in four pet interests he developed in the 1870s. He believed, for example, that all libraries ought to classify collections according to one simple scheme and that a central agency ought to classify all titles in that scheme for all libraries. Naturally, he was convinced the Decimal Classification he copyrighted in 1876 represented the best scheme. Second, he believed libraries needed to operate more efficiently by adopting common forms and appliances. Consequently, he became an early advocate of a uniform set of library supplies, an interest that eventually led to his establishment of the Library Bureau in 1881. Third, he believed librarians had to organize themselves into a body that would represent the profession's interests to a larger world. Accordingly, he helped found and, for more than a decade following its establishment in 1876, became the driving force behind the American Library Association. Fourth, he was convinced that all public libraries (and especially small public libraries) ought to stock a basic collection of high quality materials for their patrons. Hence, he became an early advocate for compiling a guide to the best books for public library collections. By 1879, in fact, he had committed the American Library Association to work on an "A.L.A. Catalog" of 5,000 titles "recommended" for all public libraries, and although its publication was delayed until 1893, Dewey almost single-handedly kept it alive all that time.[2]

All of these interests reflected the benefits of system, efficiency and organization; all can be found in the motto Dewey invented for ALA in 1879: "the best reading for the greatest number at the least cost."[3] The "best reading" would be determined by subject specialists and literary authorities largely outside librarianship, whose decisions could be captured in a bibliographic guide (and its supplements) and used by an emerging public library community. The "greatest number" would be realized by increasing the number of public library institutions that had the "best reading." And all of this could be done "at the least cost" if: the library's collections would be classified consistently by the same scheme; its services and routines would be systematized by a common set of forms, appliances and practices; and its staff would be educated to a level of efficiency that would guarantee local communities the greatest

return on their public library investment. And if librarians answered the challenge inherent in the motto, Dewey believed, the public library would take its rightful place alongside the church and the school as the third pillar of civilization.

Dewey's efforts to mobilize the profession to accept the motto's challenge were evident in the institutions and agencies he either created or helped to create, including the American Library Association (1876), the Library Journal (1876), the Library Bureau (1881) and the Columbia College School of Library Economy (1887). Already by the middle of the 1880s he had structured a national framework for the library profession, but he had also encouraged the development of specialized — and even localized — additions to that framework as early as 1885, when he organized the New York [City] Library Club, and 1889, when he organized the Association of State Librarians within ALA.

The public library would take its rightful place alongside the church and the school as the third pillar of civilization.

All of this suggests that Dewey would eventually have pushed to establish a "New York Library Association," but the fact that it occurred in July of 1890 can only be explained by close focus on environment. Late in 1887, New York State Librarian Henry Homes died. When Whitelaw Reid, editor and publisher of the New York Tribune and a Regent of The University of the State of New York (USNY), which had responsibility for the State Library, wrote to Dewey about possible candidates, Dewey jumped at an opportunity not only to discuss candidates, but also "to interest you if possible in attempting a larger work than has yet occurred to the Regents." Reid set up a meeting between Dewey and the Regents search committee on December 20, at which Dewey waxed eloquent about the potential for the State Library to foster the public library interests of the entire State. He talked about setting up traveling and interlibrary loan programs and a reference service for the legislature in particular and the entire State in general.

The Regents were so impressed with Dewey's vision they decided to pursue Dewey himself for the post, despite the fact that the salary appropriated for the state librarian was considerably less than Dewey's salary at Columbia. To keep Dewey's interest keen and provide him with a forum for giving voice to his vision while they figured out a way to adjust the salary, the Regents invited him to speak at the annual University Convocation on July 11, 1888.[4]

The speech, which Dewey entitled "Libraries as Related to the Educational Work of the State," mirrored his hopes for the future. First, Dewey said, the Regents had to acknowledge three "facts": (1) "the best reading more than the schools give education to our people"; (2) colleges provide for "only the trifling minority who can afford time and money to share in their great advantage"; and (3) "the influence conceded to be the most potent [i.e., reading] is left without guidance, supervision, stimulus or support." In order to harness the potential of the "best reading" and pass it on to the "greatest number" of New York's citizens "at the least cost," the Regents ought to begin inspecting and certifying free public libraries that served the higher education of the masses. "What greater stimulus can we place before our growing libraries than such certain and official recognition of superior work?"

Second, he noted that because the State Library would soon be moving to new quarters adjacent to Regents offices, The University of the State of New York "was ideally fitted" to establish "a system of university extension" whose direct connection "with the lives of the masses" could come through a local public library system ready and eager to become "a new and mighty force in working out higher standards of good citizenship." College teachers could be sent out "for a trifling fee" to give lectures on political economy, history, literature, science and art at local public libraries, which could have on hand the "best" reading to supplement the lectures. "Interest is aroused," Dewey concluded with a flourish. "Many are led to read and learn more than has been told them in the lectures. Those most interested meet for discussion and further instruction, and the practical results have been so much beyond expectation that the universities are allowing work of this kind to be credited as a part of a university course leading to a degree."[5]

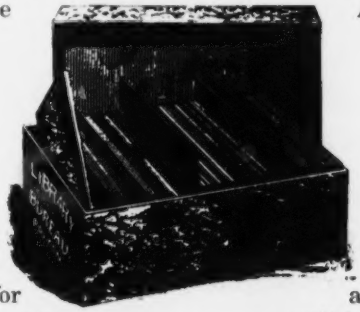
The Regents considered Dewey's scenario fascinat-

ing; his suggestion about tying University extension to New York's growing public library community constituted a new twist. It represented a means to get higher education to all New York citizens (even those in Adams Center) and it even hinted at a means by which they could match Dewey's Columbia salary. On November 25, Reid asked Dewey what he thought about the possibility of merging the positions of New York State Librarian and Secretary to the Board; he also asked Dewey to outline his recommendations for action if the Regents pushed the plan through. That same day Dewey responded with a "checklist" of "things to be done," which elaborated many of his previous suggestions.

Dewey dubbed interlibrary loan "peripatetic books."

Under such an arrangement, Dewey said, a state librarian ought to develop the "ideal state library headquarters as nearly as the limitations allow" and reorganize it for efficiency and ease of use. It should become the "very best working legislative library" serving "every officer of the state" quickly, should implement an interlibrary loan program (Dewey dubbed it "peripatetic books") and a traveling library program "similar to what has proved so successful in Australia."

Under such an arrangement, Dewey said, a Secretary to the Regents should make the University Convocation into "the most important higher educational gathering of the year in America." He also ought to set up a university extension system that would harness the potential of the local public library "with which it works hand in hand." "All of these plans," he reminded Reid, were intended to create a centripetal force that would "weld together" the University's diverse interests "into one strong smoothly working organization."[6]



Upon receiving Dewey's answer, the Regents quickly voted to offer him the job. When he accepted several weeks later, Dewey made it very clear that it was only with the understanding that suggestions outlined to the Regents in previous months would constitute his agenda for the new post. His plans for university extension were central to that agenda, and he reiterated his priorities whenever he could. At the University Convocation held July 9, 1889, for example, he declared that the State Library ought to become a university center that harnessed public libraries throughout the Empire State as sites for USNY instruction.[7]

The context in which Dewey conceived the New York Library Association was thus fashioned by Dewey's plans for his dual responsibilities. As state librarian, he foresaw a system of New York public libraries delivering a vital form of education to Empire State citizens — both rural and urban. These libraries would look to the State Library at Albany for guidance and counsel on system, efficiency and organization. There they would be shown that the "best" public libraries were organized by the Decimal Classification and managed efficiently with forms, appliances and systems marketed by such agencies as the Library Bureau. There they would also find guidance in book and periodical selection. For most of these plans Dewey already had the authority to act as State Librarian.

As Secretary to the Board of Regents of The University of the State of New York, Dewey also foresaw a system of New York public libraries functioning as approved and certified University extension sites that would host USNY instructors who would take higher education throughout the state. These public libraries would also provide relevant reading materials and bibliographies, which would also benefit from the interlibrary loan and traveling library system Dewey projected for the State Library at Albany. For most of these plans, however, Dewey needed enabling legislation and additional appropriations from the Legislature. That placed him in a political arena in which he needed several constituencies to influence politicians to pass the appropriations. He already had the support of the Regents, but he knew he needed more. Because he had long ago reconciled himself to the fact that ALA could not and would not supply local and statewide support for schemes like his, creating NYLA seemed a logical and attractive alternative. For Melvil Dewey, then, the New York Library Association represented an organized constituency upon whom he could count for support in implementing the agenda he established at Albany. For matters involving the State Library, he would use NYLA to advertise and execute State Library programs and services. For matters involving the Board of Regents, he would use NYLA as a grass roots political lobby to press politicians to vote the enabling legislation and appropriations needed to accomplish his goals. The timetable he invoked on the latter largely determined NYLA's date of origin.

Proof of his plans for NYLA is evident in its activities for most of the 1890s. His agenda already echoed in his original call to the New York library community to meet in the Senate chamber in Albany immediately following the closing session of the University Convocation on July 11, 1890 — "to discuss some of the important New York library matters," he said, "which are soon to be submitted for action to the legislature and regents." In that call he identified eight questions for discussion, including "What changes in library legislation should be asked at the coming session of the Legislature," and "can a state clearing house for duplicates be maintained at the state library free to all libraries in New York?"[8] It was no coincidence that he regularly scheduled NYLA meetings to coincide with University Convocations.

NYLA was an organized constituency upon which Dewey could count for implementing his agenda.

Obviously, subsequent events forced changes in NYLA's agenda, especially after Dewey resigned as Secretary to the Board in December 1899 and as State Librarian in summer 1905. In its initial meetings and early years, however, NYLA's origins were fashioned largely by the personal, professional and political environment in which Melvil Dewey was operating in July of 1890; his influence on and contributions to NYLA's early formation constitute one of his many legacies to the Empire State.

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1 Other biographies of Dewey include Dawe, Grosvenor, *Melvil Dewey, Seer: Inspirer: Doer, 1851-1931*, Lake Placid, NY, Lake Placid Club, 1931; Rider, Fremont, *Melvil Dewey*, Chicago, American Library Association, 1944; Linderman, Winifred, "Dewey, Melvil in *Encyclopedia of Library and Information Science*, v. 7, New York, Marcel Dekker, 1972, pp. 142-160; and Vann, Sarah (ed.), *Melvil Dewey: His Enduring Presence in Librarianship*, Littleton, CO, Libraries Unlimited, 1978.

2 See U.S. Bureau of Education, *Catalog of "A.L.A." Library. 5,000 Volumes for a Popular Library Selected by the American Library Association and Shown at the World's Columbian Exposition*, Washington, Government Printing Office, 1893. Throughout Dewey's tenure as New York State Librarian he also had staff members regularly compile bibliographies of "best books" selected "with the assistance of librarians and experts in various departments." See, for example, "Best Books of 1897 For a Village Library," *Library Journal*, v. 23, April 1898, pp. 148-149.

3 The motto also mirrors the early development of the American Library Association. See the author's *The Politics of an Emerging Profession: The American Library Association, 1876-1917*, Westport, CT, Greenwood Press, 1986.

4 Information about the meeting at Reid's house is gleaned from the following: H.R. Pierson to Whitelaw Reid, January 4, 1888, Reel 165; and Reid to Pierson, January 5, 1888, Reel 56, both in Whitelaw Reid Papers, Library of Congress; Pierson to Reid, January 6, 1888; and Reid to Dewey, January 9, 1888, both in Dewey Papers, Box 71, Columbia University.

5 The speech was later printed in the convocation proceedings. A copy can be found in Dewey Papers, Box P-46, Columbia University.

6 Copies of Dewey's lengthy letter to Reid, dated November 25, 1888, can be found in Reid Papers, Reel 135, Library of Congress, and Dewey Papers, Box 24, Columbia University.

7 See *Albany Evening Journal*, July 9, 1889, for accounts of this convocation.

8 A copy of this circular, dated July 1, 1890, can be found in Dewey Papers, Box 72, Columbia University.

NYLA AT HALF CENTURY*

By Richard D. Johnson, Director of Libraries,
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In 1939, the New York Library Association began its golden anniversary year with its 49th annual conference September 25-30 at the Mohonk Mountain House near New Paltz. No mere weekend activity, the conference was scheduled over an entire week from Monday through Saturday, and for many years the annual conference was called "Library Week." The Mohonk Mountain House was a popular site for a NYLA conference. The association had met there three times previously, most recently in 1938. The rate at the Mountain House for a single room was $5 with running water, $7 with private bath. An announcement reminded conference goers "that the above rates include meals and the many other free extras characteristic of Mohonk service."

The New York World's Fair was in progress, and one evening at the conference a special "Nylafair" was set up in the hotel dining room, arranged to resemble a Midway. Fortunes were told, weights and ages were guessed, photos taken, and "John Bunyan's corn plasters were sold."

Current records state that 300 people attended the conference, down from 430 attendees in the preceding year. No reasons were advanced for the decline; the Mohonk Mountain House remained a popular location for the annual conference.

NYLA in 1939 had no permanent headquarters, sections or roundtables.

In 1939, NYLA itself had no permanent headquarters location, and the office or home of the secretary-treasurer of the association served as a mailing address. Thelma E. Bratt, Grosvenor Library, Buffalo, filled that post in 1939. A council of six members plus the elected officers directed association activities. No sections or roundtables existed, and specialized interests were met through a series of committees. Membership dues were $1 a year, and, although no continuing figures are available on membership, there were probably fewer than 2,000 members.

PLANNING THE 50th CONFERENCE

Meeting in March 1940, the NYLA Council began plans for observance of its 50th anniversary. Paul North Rice, New York Public Library, was president, and Winifred B. Hunt, Memorial High School Library, Pelham, served as secretary-treasurer. Although the Mohonk Mountain House was remembered fondly, Council ruled out meeting there yet again. Inquiries made of the Lake Placid Club also ruled out that site, as the newsletter stated, because "it was not possible to make satisfactory arrangements for all the membership." Council minutes were more direct: Lake Placid Club management informed NYLA it was willing to accept Jewish members as guests but found it impossible "to allow Negro members to eat or sleep at the Club."

The registration fee for the 1940 conference was $1.

Since NYLA held its organizational meeting in Albany in 1890, Council deemed it appropriate to return there for the fiftieth anniversary conference. The Hotel Ten Eyck was the conference headquarters, and the dates chosen were Monday through Saturday, September 30 to October 5, 1940. Hotel rates were $3 to $5 a day at the Ten Eyck and ranged down to $1 to $1.50 at Ranham's Hotel. The registration fee for the conference was $1.

Most association correspondence for the year was by President Paul North Rice or Elizabeth M. Smith at the Albany Public Library, chair of the Local Arrangements Committee, on plans for the conference. Total attendance for the conference was 661, the greatest number to date.

The conference program listed 15 commercial exhibitors, including exhibitors still appearing at

*This account is based on the NYLA Archives at the New York State Library. The author thanks James Corsaro, Fred Bassett and other staff for their assistance in use of the material.

annual conferences — Demco, Gaylord Brothers and H.W. Wilson Company. The program, however, does not give any specific times for the exhibits or state where they were located in the hotel.

THE CONFERENCE WEEK

The conference began at noon, Monday, September 30 with a luncheon meeting for Council and concluded on Saturday, October 5, with another Council luncheon meeting. Each evening, Monday through Thursday, a general session for all conference goers was held, and day sessions were devoted to specialized interests.

On Monday afternoon the Trustees Committee held a panel discussion on how the public library serves its community, and an architect spoke on building and maintaining a library. That evening the Trustees Committee sponsored the Friends of the Library dinner. There various guests were introduced, including Andrew Keogh, recently retired as librarian at Yale University, who was present at the conference as NYLA's guest of honor. On Tuesday morning the Trustees gathered again, both for breakfast and luncheon meetings. Historian Dixon Ryan Fox, Chancellor of Union University, was their luncheon speaker.

The relationship of librarians to Civil Service had become a major concern.

The relationship of librarians to Civil Service had become in 1940 a major item of concern for the New York librarians, and the Tuesday morning program, sponsored by the Trustees Committee and the Legislative Committee, included presentations by two representatives from the State's Civil Service Commission.

That afternoon there were two concurrent programs: the county and regional libraries meeting focused on improving and extending library service to rural areas, and the Adult Education Committee program dealt with readability of books. Speakers were two faculty members from Teachers College, Columbia University.

Conference goers concluded the afternoon as guests of the Governor's wife, Mrs. Herbert H. Lehman, with tea at the Executive Mansion.

The Adult Education Committee arranged the Tuesday evening general session, in three seemingly unrelated segments: an "Information Please" program, evidently modeled after the popular radio program and moderated by Frederic Melcher, editor of *Publishers Weekly*, preceded a short piano recital; to conclude the evening, poet Countee Cullen spoke on "The Negro's Contribution to American Literature."

On Wednesday morning there was one program, sponsored by the Adult Education Committee and the Publicity Committee, with four speakers on the subject of the library and its role in adult education. Three concurrent sessions were held during the afternoon: the Small Libraries Committee dealt with library service for small communities. The Parent Education Committee held a program on how libraries can work with parent education groups. Academic librarians traveled to Skidmore College in Saratoga Springs for the College Libraries Committee program and a tour of the new college library.

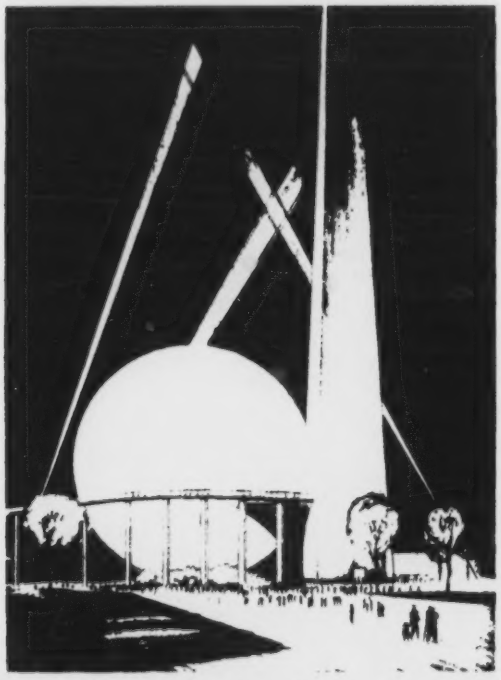
The general session on Wednesday night looked at another more pressing item of general concern, "Mobilization of our Libraries in the Present Crisis." Again Frederic Melcher was on the program, accompanied this time by Phillips Bradley, professor at Queens College and trustee of the Queens Borough Public Library.

NYLA held the first of two business meetings on Thursday morning. Augustus H. Shearer, librarian of the Grosvenor Library, Buffalo, had been commissioned to prepare a short history of the association, and the program lists him as presenting it at this meeting. The NYLA Archives includes his notes for this history, but there is no completed manuscript. In view of his illness and death early in 1941, he may not have finished his history or delivered the address. The business meeting was also to include discussion of a proposed new constitution for NYLA and a report from a new State Committee on Library Action. At a short second meeting on Saturday morning members adopted a series of resolutions.

At noon on Thursday conference goers picnicked (80 cents for lunch) at Thacher Park (Indian Ladder) west of Albany on State Route 157, played ball and hiked. They returned, either for a late afternoon program of the Junior Members Committee or for the reception sponsored by the New York State Library and Library Extension Division in the Rotunda of the Education Building.

The general session Thursday evening again looked at world events. Undoubtedly with attention on the arrival of refugees from Europe, it dealt with the library's role in a multicultural world and how to integrate these new arrivals into American life. Historian Hans Kohn, Smith College, was the principal speaker. The evening concluded with a "night club" party managed by the Junior Members.

On Friday concurrent sessions throughout the morning and afternoon covered a variety of subjects, all still relevant in the 1990s: library service to



patients in hospitals, story telling, local history, library publicity and personnel selection.

The conference climaxed with a banquet Friday evening ($1.75 for the dinner) when awards were presented. Journal editor and author Frederick Lewis Allen was the featured speaker.

Saturday morning included two program meetings, the first on children's books and the second a school librarians' meeting. Saturday was, of course, a principal day in the conference for school librarians, and they divided their program into three sections: for secondary schools, large high schools and elementary schools. They then gathered for lunch with Harold Thompson, author of *Body Boots and Britches*, as their speaker. Thus ended the NYLA conference in the association's fiftieth year.

APART FROM THE CONFERENCE

Major efforts for the association throughout each of these years were directed to plans for the annual conference, the principal activity of NYLA. Association expenditures in 1940 totaled $2,858.29, of which $800.59 were expenses for the conference. Total receipts were $3,354.25. The association managed its funds judiciously, and the balance rose from $2,889.50 at the start of 1940 to $3,385.46 at the end.

The treasurer reported that $2,095 of the receipts was income from dues. Since dues were $1, there were probably about 2,000 members. In 1941, NYLA began to offer another form of membership, contributing membership at $3. Association literature encouraged members to support the association with this new form of membership. One novel plan was reported at the Buffalo Public Library. The Library permitted its librarians to work extra time to pay for their memberships in the American Library Association, the Catholic Library Association and NYLA. They were given credit at $.75 per hour.

In addition to the governing council of NYLA, the 1940 conference program lists a total of 23 committees. Several of them remain: Legislative, Membership, Nominating, Scholarships and Awards. The Trustees Committee developed an organization of its own, and some committees became sections, for example, College Libraries, School Libraries, Children's Books and Libraries and Reference.

The 1940 Constitution made sections possible.

The provision for sections came about with the adoption of the new constitution at the 1940 conference. The revision included changes in election procedures, provision for three types of committees — standing, program and project — as well as for sections. Several committees announced their intention to seek designation as sections: Adult Education, College Libraries, County and Regional Libraries, Junior Members, Public Relations, Reference, School libraries, Small Libraries, Trustees.

Following Winifred B. Hunt, Marian S. Mayer began as secretary-treasurer in 1942. Thomas Gilbert Brown, Brooklyn Public Library, was appointed editor of the *News Letter* in 1940, and he was succeeded in 1942 by Marie D. Loiseaux at the H.W. Wilson Company. The *News Letter* (written as two words) was usually issued quarterly. It was often only four pages in length and featured no advertising or photographs.

In 1941, NYLA published an organization manual, under the direction of President Rebecca B. Rankin, Municipal Reference Library, New York City. Included were basic documents for the association, information and procedures for each committee and a directory of all members.

CONTEMPORARY CONCERNS

In 1940, NYLA, responding to a suggestion from the American Library Association, established a Committee on Library Action and received membership endorsement for the committee at the 1940 conference. The special committee, with R.W.G. Vail of the New York State Library as its chair, urged librarians to aid defense measures. As reported in the *News Letter* for September 1940, they "should keep on the alert

for evidence of Fifth Column activities and report them to the proper authorities." The committee also sought to encourage provision of books on American history and ideals and the present international situation and to furnish information to military units, schools and the public. In 1941, the committee began to promote improvement of military training camp libraries and established four depots for the repair and processing of donated books. While seeking to support governmental efforts in the current emergency, the committee had still another responsibility: it endeavored to maintain all gains in financial support that libraries had already achieved.

NYLA turned its attention as well to Civil Service and job security matters. In the May 1940 *News Letter*, Frank L. Tolman wrote a piece on the library's place in the Civil Service scheme, and, at the 1940 conference, members supported NYLA's representation at the public hearings on civil service. In 1941, members adopted a resolution on the subject at their annual conference.

At its November 30, 1940, meeting Council appointed a special Committee on Tenure with discretionary powers to look into personnel matters. This action possibly was in response to a situation at the New Rochelle Public Library, because the following June, Council commented on the removal and later reinstatement of the librarian there. Council called for greater care in the appointment of library trustees. A year later NYLA continued its interest in New Rochelle when it featured on the first page of the June 1942 *News Letter* the announcement for the examination for the position of New Rochelle librarian.

INTO THE WAR

The president in 1940-41 was Rebecca B. Rankin, Municipal Reference Library, New York City; the conference that year was again held at the Mohonk Mountain House, with 530 people registered. The special outing for the conference was a trip across the Hudson to the Franklin D. Roosevelt Library at Hyde Park.

The 1942 conference was to be held at the Hotel Seneca, Rochester, from August 31 to September 5, with the theme "Libraries in Wartime," but NYLA cancelled the meeting at the request of the Office of Defense Transportation.

With World War II under way, NYLA supported members who were in the armed forces by continuing them as members without payment of dues. The *News Letter* at the time showed that the junior member, school librarians and trustees groups now had the status of sections with members from them serving on the NYLA Council. Although specific information on number of members is difficult to find, one report from 1942 shows membership then at 1,663. As membership began a decline, finances also took a dip. The NYLA treasury's balance at the end of 1942 was $1,073.72.

Again in 1943 there was no conference, and by 1944 NYLA President Helmer Webb, writing in the *News Letter*, commented on a 30 percent drop in membership in two years. He stressed the importance of the annual conference to the retention of members' interest. And so, in 1944 NYLA again held an annual conference in Rochester for three days in September instead of the former six.

A review of the past record shows the persistence of themes, themes that still elicit our attention: financial and legislative support; public awareness; job security; Civil Service; improvement of service programs; and involvement with national and international concerns. The record from the past often emphasizes the annual conference, at one time the most important activity for the association. Although it remains a principal way in which library workers and supporters can assemble together, the present record shows, too, that NYLA, through its members, functions every day of the year to the improvement of library service for the State of New York.

"NO, SHE DOESN'T HAVE A LIBRARY DEGREE"

By Dadie Perlov, CAE, Executive Director,
*Consensus Management Group**

There were many times in the early days of my tenure (1974-81) as Executive Director of NYLA when the Association's visionary leaders must have wished to have that statement, and a brief rationale for hiring me, emblazoned on their foreheads! But with intent, acting on behalf of the 1973-74 NYLA Council, President Guenter Jansen and the other members of his Search Committee, Stanley Ransom and Winona Richardson, were determined to find and hire professional association management. I initially thought they had great foresight. I soon realized that they also had guts! As I think back on my opening statement during the job interview process, I remember, with some discomfort now, saying to this august assembly of library luminaries, "I need to tell you that I know virtually nothing about libraries, beyond being a user, and I have never personally known a single librarian. If either of these facts pose any problems for you, we can all save ourselves considerable time and effort by ending this interview at its beginning." The response was a broad smile from Mr. Jansen and the first interview question from Mr. Ransom. We spent a fascinating hour together. I was rather overwhelmed to receive a call very soon after that, advising me that I was the candidate of choice, invited to a final interview by the full NYLA Council. Guenter Jansen would brook none of my hesitancy, determined to move NYLA into a new operational mode.

The Search Committee was determined to find and hire professional association management.

The salary was atrocious, the headquarters shockingly inappropriate, the budget discouraging, the annual conference only two months away, with virtually no plans firmly in place. Policies and procedures were an oral tradition, largely based upon prior practice. On the positive side was my first glimpse inside a profession I was to learn to revere, staffed with a dedication that I quickly recognized as unique, delivering a service that I came to believe was essential. The challenge of putting together those disparate factors was for me the siren's call. I responded with a resounding "Yes, I will," translating that into a future conference theme and personal motto, "Yes, We Can."

While most of my discoveries during those first hectic months were "Eurekas," there were also many disappointments. Behind the retired stacks on the dusty, closed second floor of an underutilized branch of The New York Public Library, were the NYLA headquarters. For me, it was truly "slaughter on 10th Avenue." It began to epitomize an unwarranted nadir of self-esteem that grossly undervalued librarianship. It also helped me formalize some early goals, particularly the need for improved image for both the Association and the profession.

It was truly "slaughter on 10th Avenue": an unwarranted nadir of self-esteem that grossly undervalued librarianship.

My second surprise came from reading past minutes. It was stunning to find that important people, who successfully ran well-known libraries or significant library programs in schools, universities, hospitals and for the general public, would come together at NYLA expense to vote on whether to allow the office staff to purchase a $7 wastebasket! Happily, the Association's leaders were just as eager as I to avoid having a Council that majored in minor things. By mutual agreement, micro-managing by the Council was to go, and a new delineation of staff and Council responsibilities was established. Our basic approach was classic: the Council would be responsible for governance, deciding what directions NYLA was to fol-

*Dadie Perlov is again working with library associations as a consultant in the United States and Canada.

low, making policy, setting goals and reviewing plans, with the involvement of the Executive Director. But as CEO of the Association, I would be responsible for administration: deciding how NYLA was to execute the actions approved by the Board, carry out policy, plan to achieve goals and implement plans, while keeping the Council informed and involved.

Perhaps the most important clarification that was required was the understanding that I represented a different profession. I was running an association, not a library. My pay scale was different, my hours were different, my job description was different, my training was different, and my approach would surely be different. In what I still regard with admiration and awe, NYLA was willing and eager to proceed.

Three months later, with Peter Paulson installed as the first of the many outstanding full-term Presidents I was to partner, we set about establishing new performance standards for NYLA. At that time, I was the only professional association executive to run a major library association. Mr. Paulson and I were both aware of the enormity of the tasks ahead. I was also aware that the rest of the library world would be watching. Through a self-directed crash course, and with the help of dozens of librarians, I tried to decode the fine differences between school, public and university librarianship and memorized the public library aid formula and the names of all 62 counties in New York State. I tried to understand interlibrary loan, recordings for the blind, the public library systems, the reference and research library resources systems and the impact of copyright code revision on libraries. At the same time, NYLA leaders learned to recognize and appreciate the major disciplines of my profession: convention management; organizational development; planning; fiscal and personnel policies; board/staff roles; not-for-profit law and IRS regulations; member recruitment and retention strategies; public and government relations; administration; and governance. From my perspective, it was a period of constant discovery and growing mutual respect.

There were, of course, a few potholes along the way.

There were, of course, a few potholes along the way. For the Council, a rapid adjustment to a totally new management style was required. Although we made a small concession to gradualism, there was so much that couldn't wait. Within four months, NYLA headquarters were relocated to a very respectable midtown Manhattan office building (at a fantastic sublease rate), easily accessible to local transportation, the railroad and the airport buses. The NYLA Bulletin had a fresh look and logo. The Council did real work, making decisions that would move libraries on to more front pages. They made decisions that cost money, but would bring commensurate returns, directing energies to common goals instead of internecine rivalries. Increased member participation was encouraged and welcomed, in an environment that was intended to provide for the best action alternatives based on defensible criteria. Above all, we reached for a sense of excitement.

As the new roles of the elected leadership and of the executive director were being defined, there were the inevitable questions of power, exacerbated by the short tenure of each president. Obviously, with only one year to leave a lasting contribution, a president must move quickly. For the most part, presidents worked within the long-term organizational goals while bringing fresh vision to the identification of current priorities. Nevertheless, consistent with the experience in other professional associations, the reality of a one-year leadership term vis-a-vis a longer-tenured executive is fertile ground for conflict. This occurred within NYLA, too. Happily though, it occurred infrequently. Resolution was always possible, mostly through productive confrontation and honest communication. The valuable skills of negotiation and compromise were well understood and expertly utilized by NYLA's elected leaders, and the NYLA staff continued to move us forward. Volunteer leaders often reported that it can be frustrating to operate in a setting where the staff executive becomes the owner of the organizational memory. For the CEO, the need to start almost at ground zero with each newly elected administration can be equally frustrating. This delicate balance can be difficult for both sides of the equation to manage and is the primary cause of truncated tenures for so many executive directors. Determination and constant reclarification took us over the few obstacles we met. It gave us an opportunity to introduce one of the most useful association management tools. Since 1975, no Council began a term without an orientation to what was and what is, so that they could effectively deal with what might be. Everything from financial policies, nominating procedures and communications to office hours, staff tasks and resource materials was covered.

Probably the most significant keys to NYLA's increased effectiveness during the years I was privileged to serve the profession were:

1. The acceptance and communication of acceptable operating standards and organizational goals
2. The annual clarification of roles and responsibilities of the Council and the staff

3. The reduction in dysfunctional competition between the Sections, most evident in the landmark achievement of the first omnibus library bill in New York's history.

   After my very first visit to Albany, it became clear that legislators could pick us off one at a time, by juxtaposing one type of library against another. It was hard enough to be part of the overall "good guy" lobby and to have to justify why libraries were as worthy of appropriations as playgrounds and police, without having to defend school libraries against public libraries, or public library systems against reference and research library systems. Within a few years, working closely with the Education Department, especially with the assistant commissioner for libraries and the Regents, NYLA was able to package a comprehensive legislative proposal that would be hard to defeat, which led us to achieve a $3.7 million victory with something for every segment of NYLA. *American Libraries* reported:

   > Money news is generally boring, but not for those on the receiving end. NYLA Director Dadie Perlov and State Library Commissioner Joseph Shubert sounded like kids on Christmas morning when they reported the good word to *American Libraries*: $3.7 million increase in State aid, part of a bill giving statutory recognition to the cooperative reference and research library system council, funding such exciting new projects as four pilot school library systems.
   >
   > The NYLA-led lobbying effort is legend. The issue died five times during the year's legislative sessions. In July, Governor Carey had said, "No Way." Yet, with the help of last-minute citizen letters, the bill wormed its way into a special session — unprecedented for library legislation — and at 1:15 a.m. on December 8, cleared the final hurdle: Assembly passage.[1]

   This famous first set a whole tone not only for organizational cohesiveness, but for a fresh look at other aspects of interlibrary cooperation.

4. Positioning NYLA as the voice for all libraries in the State. Our goal was to make NYLA so well known that legislators and the media would call us as *the* source for information about libraries. We were successful with the Legislature, somewhat less so with the general press and very much so with the library press.

5. Developing a sound fiscal position for the Association. We stopped feeling and thinking poor, substituting strategies for fundraising to generate a respectable fund balance in place of always worrying about our finances.

6. Establishing professional conference management procedures for everything from site selection, contract negotiations and on-site management to innovative programming and expanded continuing education opportunities

7. Improving the image of libraries and librarians through the use of a consistent logo and look; publication of the first "Library Card," a credit-card-size library fact sheet; and promoting a positive public perception of librarians

8. Initiating the process that resulted in the establishment of a Chapter Relations office within the American Library Association

9. Expanding the effectiveness of The Council of Library Association Executives, to encourage networking and the sharing of ideas among all state library associations.

Our goal was to make NYLA so well known that legislators and the media would call us as the source for information about libraries.

Although I was tempted away in 1981 by a marvelous offer from the National Council of Jewish Women (and, in keeping with my need for new challenges and professional growth, I am in the next phase of my career — as an independent consultant for agencies and associations within the not-for-profit sector), being part of and witness to the changing face of NYLA remains a high point of my career, both as an association executive and as a citizen of New York State. To leave after nearly seven years of intensive involvement within a single profession with such undiminished admiration and respect for the librarians I had the pleasure of partnering, makes me the envy of many colleagues.

President Patricia Mautino summed up the relationship we established by indicating that it "has been a prime example of the way such arrangements ought to flourish....Dadie provided the guidance and initiative needed to help NYLA become a healthy association, well regarded by members, friends and onlookers. At the same time, NYLA provided an environment for a person with Dadie's growth potential to do just that. She has been given latitude in conducting the affairs of the Association and has been encouraged to further her own professional development."[2]

Each decade shows a dramatic increase in the

employment of certified association executives for most professional and trade organizations. Happily, some of the state library associations have come to value professional association management, although the national library associations are still reluctant to move in that direction. Congratulations to NYLA for doing so in your first century — and thanks NYLA for letting me be the first to pilot the process.

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NYLA Membership Recruitment in 1928

TEN ECONOMIC AND PROFESSIONAL REASONS WHY EACH STAFF MEMBER OF ALL LIBRARIES IN NEW YORK STATE SHOULD BE A MEMBER OF THE N. Y. L. A.

1. The N. Y. L. A. is working to raise the salaries of librarians in New York State. Many library salaries are below the A. L. A. Standard. The state Association proposes to meet this standard by compulsory certification aided by the Department of Education.
2. The N. Y. L. A. is working to increase both local and state financial aid for libraries. It has proposed a plan for classifying the libraries of the state adapted from the A. L. A. scheme which calls for increased local support; it is working through the Department of Education to increase the state grant to all libraries of the state.
3. The N. Y. L. A. fosters county libraries. It is asking the state to match funds raised locally for the establishment and maintenance of such libraries, ten of which are expected to be applicants as soon as funds are available.
4. The N. Y. L. A. promotes library institutes. Twenty-four or more such institutes are held annually in different parts of the state at which the librarians of smaller libraries may receive instruction and advice in library service and administration.
5. The N. Y. L. A. Council follows all legislation affecting library interests at Albany. It sends representatives to act as spokesmen for the librarians of the state when occasion demands.
6. The N. Y. L. A. is striving to raise the standards of librarianship in New York State. It has prepared a plan based on the A.L.A. qualification requirements which, if adopted, will be sent to the Department of Education with the recommendation of the Association. The Department has power to enact.
7. The N. Y. L. A. will issue a hand book early in 1929 giving a summary of its past activities, and containing a directory of all its members.
8. The N. Y. L. A. Committee on Bibliography and Surveys is working on material which will be of professional interest to every librarian in the state.
9. The N. Y. L. A. publishes and sends to its members the News Letter, in which live library topics and the activities of the Association are discussed.
10. The N. Y. L. A. holds each year a week-long conference which offers a well rounded program for the discussion of important library problems. It also enables librarians to meet one another informally and talk over troublesome questions.

You are personally interested in the benefits which will accrue to you from these numerous activities. In this age of organized effort no profession can raise its standards and advance its material welfare without group action. Successful group action requires money. You can further your own interests and those of other libraries and librarians of the state by joining the Association and sending the annual dues of one dollar to the treasurer—Mildred E. Ross, Grosvenor Library, Buffalo, N. Y.

CARL L. CANNON,

President, New York Library Association.
New York Public Library,
New York, N. Y.

NEW YORK LIBRARY ASSOCIATION — GOVERNANCE

By Ruth A. Fraley, Director and Chief Law Librarian,
Office of Libraries and Records Management,
State of New York Unified Court System

A discussion of organization administration does not lend itself to witticisms and spell binding prose, nor is it something that one brings to the beach for light reading. However, the system for governing determines how an organization exists, why it exists and if it will ever be able to meet goals and objectives. In fact, the New York Library Association has survived for 100 years, and, if survival is a measure of success, then surely the administrative structure of the Association can be considered successful.

If survival is a measure of success, then surely the administrative structure of the Association can be considered successful.

NYLA is an entity and has a system of governance based on bylaws and on precedent, but it is comprised of its parts: the sections and roundtables. A member of NYLA can participate in its governance at two levels, within the overall Association and within the section or roundtable. The latter have specifically defined identities and operational structures; no two are exactly alike and no one mirrors the governing structure of the parent Association. The Association is a confederacy of sorts; an individual joins the New York Library Association, and membership in one of the Sections or Roundtables is an optional part of that membership. Each member may join one group as part of the basic dues and may pay to join additional sections and/or roundtables. It is not obligatory that a section or roundtable be selected; a member may choose to have all of the dues go to the main Association and be a NYLA member only. The dues pay for membership in NYLA and its subdivisions only. Even though NYLA is a chapter of the American Library Association, NYLA members must join ALA separately and ALA people must join NYLA. NYLA members who choose not to join ALA still have representation in that association through the elected ALA councilor.

Sections and roundtables are an integral part of NYLA; they are an avenue for each member to locate other people with similar interests and concerns, and they function as a vehicle for specific type of library activities. The priorities and concerns of each of the units in NYLA reflect the stated objectives of the unit and are directed toward the type of library or library specialization articulated in the purpose statement of the group. The cohesive element in some of the sections is the type of library, while in others it is the nature of specialization within the library . The differences in purpose and priorities within the groups build in a basis for different perceptions as to the best programs and priorities for the Association. No where is this difference more evident than in the discussions leading to the annual legislative priorities for the Association. Since different types of libraries have very different funding resources, patron bases and problems, the perceived need for legislative priorities is often very different. The melding of these differences into a legislative action program actively pursued by all members regardless of affiliation shows that the organization can provide an identification for the common benefit and a central focus on the concerns of libraries and librarians in New York State. While diversity is strength, it is also an indication of a frequent need for all of the members of the organization to compromise local concerns for the larger picture. It is through this compromise process that NYLA speaks for all libraries, library people and librarians in New York.

NYLA units desiring to issue policy statements or pronouncements gain the support of colleagues and the use of the New York Library Association name by vote of Council. The Council acts for the whole Association.

Only Council has the authority to set the policies and programs of the New York Library Association and this is clearly stated in the Bylaws. In addition to setting the policies and programs it has the full authority to manage the affairs of the Association. However, in keeping with a tradition of checks and balances, any action of Council may be overturned by a two-thirds vote at any membership meeting of the Association. No one seems to remember an occasion when the members have overruled the Council, but the option is part of the Association structure and is a

needed option given the diverse opinions and interests of the members and the sensitive issues that come to the attention of libraries and librarians.

Sections and roundtables can suggest Association policy or programs to Council, and each unit is responsible for its own policies and programs. The bylaws state that the sections cannot make fiscal commitments for the Association; they cannot commit the Association it to any action or policy; and section bylaws should not conflict with NYLA bylaws. Within those few constraints, the sections and roundtables manage themselves. They can run programs, cosponsor programs with other groups, set unit policies and publish material under the name of the section or unit. Any publication to be marketed through the NYLA name must be approved by the NYLA publications committee. Most sections are managed by a board with authority that parallels the authority of the Council at the Association wide level. Unlike ALA operations, sections do not have to submit programs or activity plans to Council for approval. Sections have traditionally reported activities as a regular part of the agenda of each Council meeting. This communication channel has proven effective in keeping all members appraised of activities and programs throughout the Association.

NYLA speaks for all libraries, library people and librarians in New York.

Implicit in the authority to manage is the authority to delegate, and, over the years, Council has chosen to delegate responsibilities especially in regard to day-to-day operations of headquarters. Council membership is defined in the bylaws; therefore, any change in its membership can only be brought about by the process to amend this document. Since bylaw revisions require a membership vote, the members of the Association are directly responsible for any changes in the governing body. The Council has evolved into a large body of people: for the 1989-90 year, there are 20 members listed on the roster. The complete roster includes the elected officers, three elected at-large members, the ALA chapter councilor and the section presidents. Roundtable chairpersons are not voting members of Council, nor are committee chairs, the executive director or representatives of affiliated organizations. The executive director serves as an ex officio member and the secretary of the Council. Meetings are often augmented by representatives of roundtables, committees, other associations and interested Association members. All Council meetings are open; however, the bylaws indicate that nonmembers may speak at Council meetings by invitation only. It has, however, been a long-standing tradition to allow the privilege of the floor at Council meetings to those in attendance. This practice has been suspended when the agenda was heavy and time short. Voting rights are spelled out in the bylaws. The executive director and representatives of other associations do not have a vote, while section presidents get one vote for each block of 300 members. This weighted voting is often waived by consensus but is the official method to tally votes. Officers have one vote and are defined as the president, vice president, treasurer and treasurer-elect. The immediate past president is named in the bylaws as a Council member and, therefore, has a vote as does the ALA chapter councilor. Since voting is spelled out in the bylaws, any change in Council voting must be accomplished through a bylaw amendment. There is no official parliamentarian at Council meetings; it is the responsibility of each Council member to be familiar with the bylaws and with parliamentary procedure. A professional parliamentarian is brought in for the annual membership meeting.

Because of the role of Council, the importance of communicating actions has long been recognized, and there are two primary vehicles for members to learn about council activities. The first is through the sections; the section presidents report back to the boards and communicate actions to section members. Official minutes, after approval, are usually circulated to the members through the section presidents. Some association presidents have directed that Council minutes be circulated to a larger group to include the committee chairs and the chair of the roundtables. Starting with the minutes of the 1985-86 Council, the motions and actions have been summarized and published as a separate document. The *NYLA Bulletin* has always published a summary of Council meetings. Council tradition has been to delay votes on controversial issues until it believes that all interested members have had ample opportunity to provide input. While this delays some decisions, it does provide that the differing views of the members are considered before policy decisions are made.

The bylaws state that the Council shall meet at least three times per year in regularly scheduled meetings and the date of these meetings is to be announced in the official publication. In fact, there have been several years in the history of the Association when the Council has felt a need to meet more than the proscribed three times. These meetings are often lengthy and involve travel to a central location. The annual Conference always begins with a meeting of the outgoing Council and ends with a meeting of the new Council. Council membership is an impres-

sive responsibility. There always appears to be more paper than time, the issues before the group are controversial, and there is a diversity of perceptions and views represented.

The representative nature of the board provides some assurance that at least the major types of libraries will be represented in any decision.

The executive board of the New York Library Association functions as the Council or the policy and program body of the Association between Council meetings. The terminology in the bylaws that allows the executive board to function as a Council is important because it permits this board to make decisions in the name of the Association and report the action to Council. Council does not have to vote on an action of the executive board; the board can and does act in its own right. The Association has developed a presidential succession practice over the years; the office of president rotates between, academic, public and school librarians. In this manner, there is always a representative of each type of library on the executive board (immediate past president, president and president-elect). The representative nature of the board not only permits continuity in the management of the Association, it provides some assurance that at least the major types of libraries will be represented in any decision that must be made quickly without the benefit of review by Council. Executive board members are elected by the membership at large when they are elected to office in the Association. They serve on the board as one of the duties of the elected office. Voting members are the president, president-elect, immediate past president and treasurer. The treasurer-elect and the executive director are nonvoting members of the Board. The executive board meets more often than Council and traditionally has met the day before Council. The bylaws assign the responsibility for hiring the executive director to this board. When there are headquarters staff, it has been the responsibility of the board to review the hiring recommendations of the executive director.

NYLA does not have as many committees as other associations. The standing committees designated in the bylaws consist of the Nominating, Legislative, Finance and Conference Planning committees. The Finance Committee is chaired by the Treasurer and consists of the members of the executive board. The Awards, Membership, Intellectual Freedom, Personnel and Publications committees have been standing committees created by Council in existence for a long time. Council has the authority to create additional standing and special committees as the need arises and has an obligation, each year to review the charges and activities of each committee to determine if it should continue to exist. The president of the Association appoints committee members, the rosters are subject to approval by Council before the members are official. The usual practice is for the president to present nominees for committee appointments to the Council at the beginning meeting of the year, that is the meeting at the end of the Annual Conference. All committee members must be members in good standing of the Association. NYLA committees report to Council; they serve in an advisory capacity making recommendations to Council for action.

The administrative year for the Association is from Conference to Conference. Although this creates a variation in the length of years, it does provide a convenient time for exchange of information and orderly transfer of responsibilities.

Although the governance of the Association is somewhat confusing, it is designed to involve the membership in the decision-making process, and it has been effective for a long time. Changes and revisions over time reflect the milieu in which libraries have operated in New York State.

NYLA'S ROLE IN LIBRARY LEGISLATION: GAINING RESOURCES FOR INFORMATION AND LIBRARY SERVICE

By Joan Neumann, Chair, NYLA Legislation Committee and Director, New York Metropolitan Reference and Research Library Agency, Inc.

The New York Library Association's mission, the development and improvement of library and information services and the promotion of library and information professionalism throughout the State of New York, leads naturally to concern that libraries have the resources to achieve excellence. That concern has made legislation, especially on the State level, one of NYLA's top priorities.

WHY STATE SUPPORT?

The 7,000 libraries in the State receive most of their support from local sources. Public libraries are funded from local taxes. School and academic libraries are funded by their institutions to support their educational programs. Hospital, museum and other special libraries are funded by the organizations for which they are the research and information center.

NYLA believes that it is appropriate that New York State shares the support of libraries:

1. As part of the support of education in New York
2. To equalize access to libraries and information services
3. As recognition and encouragement of the sharing of privately funded institutions
4. To preserve the written record of New York's heritage and its disintegrating library resources
5. To maximize access to information through a statewide bibliographic database
6. To accomplish other specific goals such as ensuring that health care professionals in New York's hospitals have up-to-date treatment information.[1]

45 YEARS OF EFFORT

This concern for adequate resources led to the formation of NYLA's Legislative Committee in 1945. At that time, State aid (really Federal interest) was $100 for each of the 700 or so public library units in the State.[2]

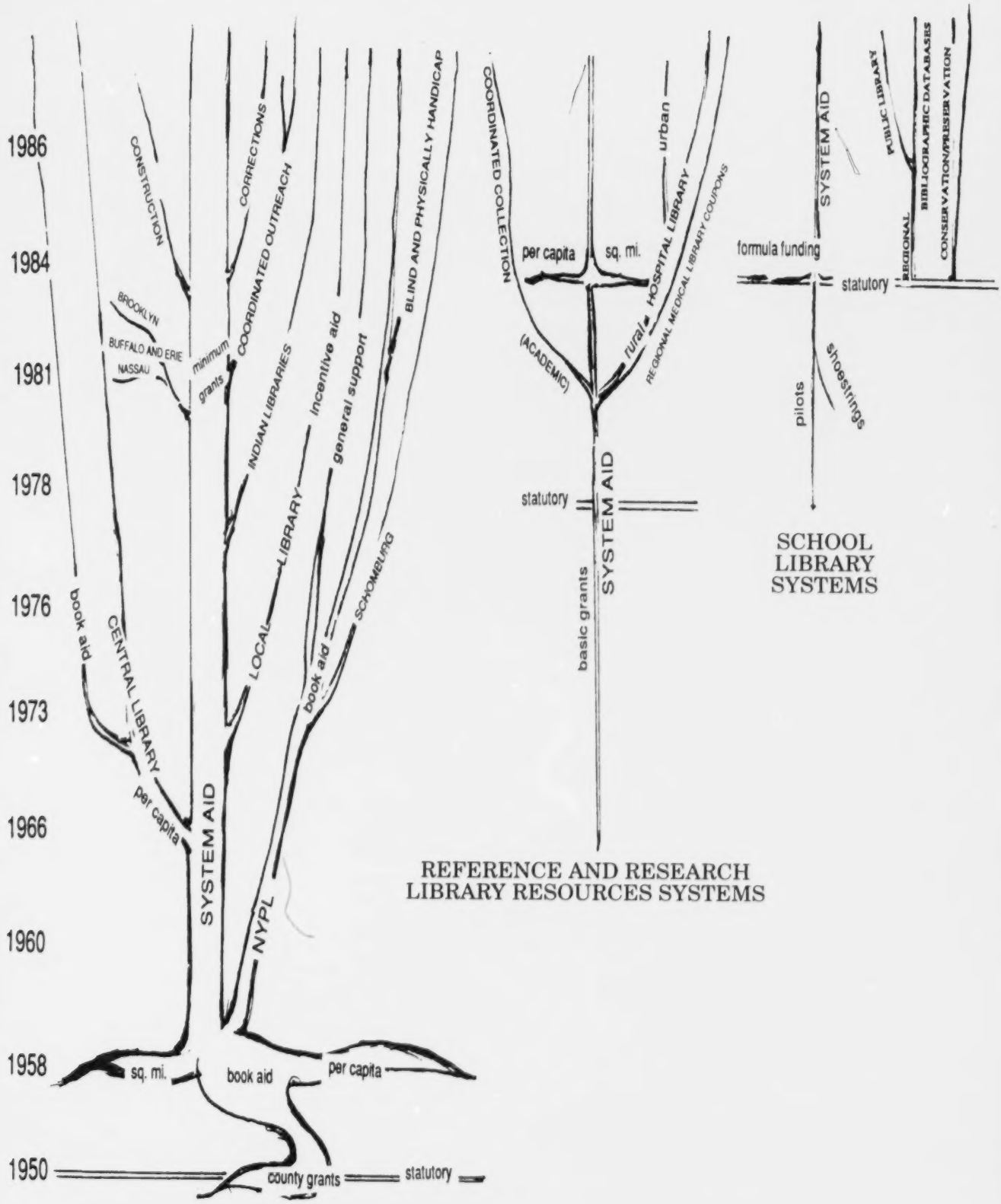
NYLA's first bill for Library Emergency Relief, which would have provided for 20 percent of operating expenses of public libraries, died in committee in 1947. A NYLA study in the same year recommended 14 regional service centers across the State, but the Regents did not adopt NYLA's proposals. In 1948, NYLA's Emergency Relief Bill was scaled down to only provide aid to county libraries, but that bill also died in committee, as did another bill in 1949.[3]

Recommendations by Governor Dewey's Committee on Library Aid became the first major state aid law for libraries in the nation.

The breakthrough came in April 1949, when Governor Dewey formed a Governor's Committee on Library Aid. In 1950, that Committee's recommendations became the first major state aid law for libraries in the nation. The initial appropriation of $1 million for public library services required local library participation in systems, at least on the county level.[4]

So began the pattern of funding steps that is still with us. Library legislation grows from interaction among library supporters, predominantly librarians and trustees, with NYLA as a coordinator. The Regents and the Education Department work on a converging track for their recommendations; for any major change, the attention of the Governor or Commissioner gives impetus to achievement of new service objectives. The Legislature and the Governor then respond to need as they understand it, based on what they hear from constituents.

The 1950 cycle of legislation, growing from the 1949 Governor's Conference, was repeated. The 1956 Commissioner's Committee on Public Library Service led to 1958 and 1960 legislation for cooperative public library systems. The law provided for per capita aid, area aid for public library systems and funding for The New York Public Library Research Libraries. The 1956 Committee's recommendation for research library service also led to a follow-up Commissioner's Committee on Reference and Research Library Resources in 1959.[5] Based on the need to facilitate


1986
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CONSTRUCTION
BROOKLYN
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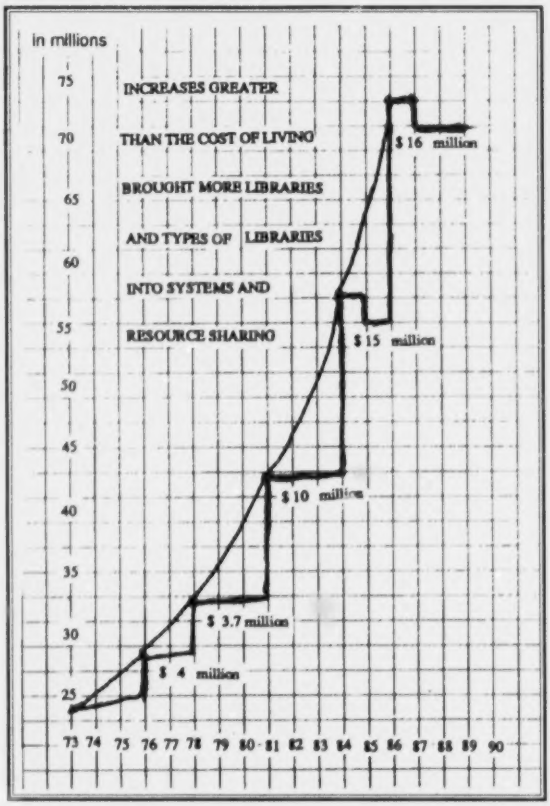
COORDINATED OUTREACH
INDIAN LIBRARIES
incentive aid
general support
BLIND AND PHYSICALLY HANDICAP
book aid
CENTRAL LIBRARY
per capita
LOCAL LIBRARY
SCHOMBURG
SYSTEM AID
NYPL
sq. mi.
book aid
per capita
county grants
statutory
PUBLIC LIBRARIES/SYSTEMS
COORDINATED COLLECTION
per capita
sq. mi.
urban
HOSPITAL LIBRARY
rural
REGIONAL MEDICAL LIBRARY COUPONS
(ACADEMIC)
statutory
basic grants
SYSTEM AID
REFERENCE AND RESEARCH
LIBRARY RESOURCES SYSTEMS
SYSTEM AID
PUBLIC LIBRARY
BIBLIOGRAPHIC DATABASES
REGIONAL
CONSERVATION/PRESERVATION
formula funding
statutory
pilots
shoestrings
SCHOOL
LIBRARY
SYSTEMS

reference and research in the State and the model of the successful public library systems, the Commissioner's Committee recommended regional systems for resource sharing linking academic and special libraries as well as the public library systems.

For five years, NYLA worked for new legislation. Then, in 1965, Governor Rockefeller sponsored a Conference on Libraries, and, in 1966, legislative success increased funding for public library systems, added central library development aid and provided the first State funding for the reference and research library resources councils. In 1973, passage of a NYLA bill provided cost-of-living increases and the addition of Central Library book aid and Local Library Incentive Aid.



In June 1976, Governor Carey established a Commission on Libraries and told them that "the acquisition of knowledge will give us a better informed population, and a better informed population will produce better government."[6] Passage of a $4 million NYLA bill in 1976 and a Regents Indian library service bill in 1977 followed.

Comprehensive legislative proposals, which take a systematic approach to strengthening library services of all types, were first introduced by the Regents in 1976 and taken up by NYLA in 1977. The first comprehensive "Omnibus Bill" was enacted when the Governor's Conference on Libraries, called by Governor Carey in preparation for the White House Conference, culminated in legislation that passed at the close of the legislative session in 1978. This major bill increased library aid by $3.7 million to a total of $30 million, with major increases in public library aid, statutory status for the 3R's systems, pilot school library systems and regional pilots for facilitation of greater regional resource sharing.

Recommended programs continued to be added in the early 1980s. In 1981, the $10 million increase included new public library outreach funding and minimum annual grants to public library systems. Funding for the NYPL Schomburg Center for Black Culture was made statutory, dedicated funding was provided for the Library for the Blind and Physically Handicapped, and special funding was given to the Brooklyn Public Library's Business Library and to both Buffalo and Erie County and Nassau library systems. Coordinated collection development aid for the academic libraries was begun in recognition of the sharing of their collections. A three-part program was added to support availability of the latest medical information: library service to health care professionals in hospitals in rural New York, State funding of Regional Medical Library Coupons for interlibrary loan and public library system pilot projects for consumer health information.

The 1981 report of the Commissioner's Committee on Statewide Library Development added new goals for resource sharing and technological development. Legislation in 1984, with an increase of $13.5 million annualized to $15 million for 1985, again provided a major step-up in support of public libraries and systems including categorical aid for cooperation with State correctional facilities (as well as institutional services to county jails). School library systems across the State were made statutory, and the regional pilots were converted to formula funding for the 3R's systems. The Hospital Library Services Program was expanded to meet the needs of health care professionals in urban settings. In recognition of the role of the State in fostering computerized linkage of libraries through a statewide bibliographic database, the Regional Bibliographic Databases and Interlibrary Resources Sharing Program was funded. State Aid of $3 million in nonstatutory aid was appropriated for public library construction.

In 1986, library aid was increased to $73 million. The $16 million increase dealt with increasing costs but also included automation funds specifically for public library systems, formula-driven aid for school library systems, the phasing in of the Hospital Library Services Program in metropolitan New York and nonstatutory construction and literacy funding for public libraries.

In 1987, there was hope that library funding would be annualized so that State-funded library services could be planned and maintained without the cuts and restorations of cyclical funding, but hopes were dashed when State budget problems erupted. Having judged the 1987 Regents bill not congruent with the needs of the field, NYLA had its own bill introduced in 1988. No legislation in 1988 ("our year" but another year of State fiscal problems) meant keen disappointment and reduced programs. Continuing negotiation with the Department resulted in a Regents Bill for 1989 that had been improved by good communication and that NYLA supported, but State fiscal problems continued. Again no increases meant further cuts in State-funded programs and extreme curtailment of activity of the infant school library systems. With an eye on history, however, library supporters recognized the importance of the 1989 study of library systems (which found that through systems the State provides assistance that would cost at least 3.5 times more if provided separately to each library) and the potential significance of Governor Cuomo calling a Governor's Conference on Libraries for 1990.

MISSION AND ROLE

While at the mercy of economic and political factors beyond library supporters' control, NYLA maintains the conviction that activity in support of library service must have governmental relations as a major thrust. The NYLA charge to the Legislative Committee is to:

1. Study, recommend, initiate or support legislation (including laws, rulings, ordinances or legal decisions) necessary to the proper development and support of library service in New York State
2. Consult with Council, Sections and Committees of NYLA, with the New York State Association of Library Boards, with the State Education Department and with libraries, professional groups and appropriate individuals throughout the State on necessary State or local legislation or regulations
3. Take proper measure to achieve statewide support of legislation
4. Organize and head the opposition to legislation inimical to library interest
5. Promote and support Federal legislation of benefit to libraries (At the Federal level, this means libraries in general, including those in New York State). Conversely, to oppose issues or legislation that have potential conflict with the interests of libraries and their programs of source.[7]

In carrying out its charge, the Legislative Committee's role is predominantly that of consensus building, coordination and cheerleading. Multidirectional communication, from formulation of the "Annual Compilation of Needs" to the provision of information for local supporters to use in their communication with their representatives through negotiation with key legislative staff, is the Committee's primary activity. That the need for still more communication with members and other library supporters is never satisfied, is probably indicative of the importance of State funding to library service in New York State.

As Joseph F. Shubert, State Librarian, has noted in his assessment of NYLA's legislative activity, "The Association's legislative effort has had to accommodate sometimes competing interests within the Association as NYLA constituencies have become more interested in legislation."[8] He goes on to point out:

> The practical problems of achieving consensus are not to be underestimated. The New York Library Association, as the single largest and most comprehensive statewide library organization, provides a framework for consensus building. Its initiatives in working with other organizations and with the Department provide a practical means for reducing differences. The objective cannot be unanimity, but enactment of legislation is most likely when each sector of the library community understands the positions and needs of other sectors and a cooperative, rather than competitive, relationship exists among the sectors.[9]

COMMITTEE STRUCTURE

Because so many interests want and need to be included, NYLA's Legislative Committee has been structured for maximum balancing of input. Type of library and geographic distribution are carefully considered by the NYLA president in making appointments.

NYLA's Legislative Committee has been structured for maximum balancing of input.

Two task forces in the past five years have studied the composition of the Committee, and its current structure reflects their recommendations. The voting membership of 15 is made up of 9 at-large members appointed for three-year terms by the president of NYLA and 6 section representatives appointed by the NYLA section presidents. In addition, the NYLA president, president-elect and executive director, and ranking representatives of the State Education Department, are nonvoting ex officio members of the Committee.

To facilitate communication with other library associations and other interest groups active in lobbying for library services, selected "Associate Organizations" are invited to send nonvoting representatives to the Legislative Committee. Currently recognized Associate Organizations include: the Medical Library Association — New York chapters; Special Libraries Association — New York Chapter; Public Library System Directors' Organization (PULISDO); New York Three R's Organization (NYTRO); School Library Systems Association (SLSA); Library Association of CUNY (LACUNY); State University of New York Library Association (SUNYLA); Central Libraries Association; Citizen's Library Council of New York State (CLiC); Public Library Directors' Association (PLDA); and the Public Library Coalition.

Legislative information is communicated to the total NYLA membership through the *NYLA Bulletin* and several timely mailings in the course of the year. In addition, so that any library supporter may further participate, NYLA has established an Associate Individual category of Legislative Committee membership through which, for the $10 membership, any NYLA member may receive Committee mailings. In 1989, over 50 members chose to be Associate Individual members of the Legislative Committee.

Six of the 15 voting members make up the Executive Committee: the chair, the vice chair, the secretary and three others. Their selection is based not only on individual knowledge and experience, but also carefully balanced by type of library or system and geographical distribution. Other major assignments made annually from within the Committee include Federal relations coordinator, library day chair and conference planning chair.

ANNUAL CYCLE OF ACTIVITY

The legislative cycle is year-round, beginning again each year even before the current legislative session has ended.

May: Spring is the time of input to the Compilation of Needs, with formal call for sections and other participants to formulate their recommendations for the NYLA legislative program. Sections are often asked to review proposals from associates to best fit them into NYLA priorities.

June: The Committee votes on its recommendations for the "Compilation of Needs."

July/August: Because needs so far outstrip likely funding levels, the Executive Committee further refines the needs statement, making hard choices in balancing priorities. Priority is usually expressed as "continuing programs before new" and "operating expenses before categorical aid."

Discussions of the priorities with the Division of Library Development are intended to help shape the Regents legislative proposals into a bill that NYLA can support. Occasionally subcommittees work to negotiate compromise formulas. Before the end of summer, the full Compilation of Needs and the current year's priorities are approved by Council, NYLA's governing body.

While legislators are home in their districts in the summer and fall, library supporters have their best opportunity to show what libraries do in their districts for the people whom they serve. Invitations to the library, social and civic meetings and visits to the legislators' district offices all help inform and educate, especially when library users explain their own need for libraries.

September: The president formally presents the priorities at the Regents Legislative Conference.

At the same time NYLA is working toward a bill for the Legislature and supporters are explaining the need to legislators at home, NYLA is talking with the Governor's staff, explaining the need for additional funding and requesting that the Governor include libraries in the State of the State message and an increase for libraries in the Executive Budget.

October/November: Although the Regents Advisory Council on Libraries holds regular discussions on legislation, in recent years the Regents have taken a more active role in shaping library legislation through a task force that consults with NYLA as their proposals are developed for approval by the full Board of Regents in November. The Regents proposed library omnibus legislation, traditionally labeled Cultural Education (CE)-1 in their legislative program, is put into bill language by the Department for transmission to the leaders of the two houses of the Legislature as early as possible, preferably before the session begins in January.

January/March: In January, the Executive Committee of the Legislative Committee reviews the Regents' Proposed Library Omnibus Bill to decide whether to endorse it or to support a separate NYLA package.

After the Governor presents his budget in mid-January, there is a concentrated effort to have the Legislature add to its provisions for libraries before the State budget is adopted for the new fiscal year beginning April 1. Educational effort in the local district, reinforced by visits in Albany, culminates in early March when hundreds of library supporters drive, fly, bus or train to Albany for "Library Day" visits with their legislators and staff.

April onwards: The record shows that altogether too often, even in years when libraries receive a major increase, an increase is not in the State budget adopted for the start of the fiscal year. As a result, adoption of the budget without a library increase is only a signal for renewed effort to explain and persuade and hope for inclusion of an increase in the cleanup at the end of session. Library legislation is often passed in June or July — the first Library Omnibus Bill was passed during the Second Extraordinary Session on December 8, 1978.

TELLING THE STORY

Most of NYLA's legislative effort is focused on helping library supporters across the State present a unified effective message. The users, trustees and staff of libraries are most persuasive in presenting the needs of their libraries because they can tell the Governor and legislators exactly what their libraries are accomplishing in their communities. As a result, legislators are unanimous in their expressions of support for libraries, even when they add that the current crisis in State revenue and/or overwhelming demands on their resources keep them from giving libraries increased funding. In turn, many library supporters have developed ongoing relationships with their representatives in Albany, giving them recognition and keeping them informed.

Local effort is reinforced by visits in Albany with legislative leadership and staff to explain library needs and to answer questions. Since 1978, NYLA has been fortunate in having subcommittees in the Legislature concentrating on libraries. (The Assembly Subcommittee on Libraries reports to the Higher Education Committee; the Senate Subcommittee on Libraries reports to the Education Committee). These subcommittees, in the State Librarian's assessment, "have been instrumental in developing increased continuing legislative expertise in library matters and greater commitment to library services."[10] The surge in development of library programs in the early 1980s is in no small measure due to the active responsiveness of the Subcommittees' leadership.

To strengthen NYLA's presence in Albany, hiring of a professional lobbyist had been proposed for a number of years. The NYLA lobbyist was to carry the NYLA message on a daily basis, report to and advise the chair of the Legislative Committee. In 1987, NYLA retained Maggie Boepple Associates in an experiment that ended in 1989, just as the NYLA office was moved to Albany. The Legislative Committee, knowing how much work is required to keep libraries in the consciousness of decision makers, was eager to continue to have a lobbyist; however, without a legislative success in three years even with a lobbyist, others in NYLA questioned the cost. In 1989, Susan Keitel, the new executive director in the new Albany office, was asked to continue the lobbyist experiment in-house.

BEYOND THE OMNIBUS BILL

The Legislative Committee's mission is much broader than the Omnibus Library Bill, although that Bill is central to NYLA's effort. Other money for libraries flowing through different channels is also supported, such as school library per pupil aid for books, Education Information Centers in public libraries, the Documentary Heritage Program and support for the State Library. For other programs, such as construction and literacy, with funding that currently comes and goes, NYLA tries to get statutory status. In addition, NYLA supports perennial efforts such as inclusion of libraries in school contingency budgets and mandate of a school library media specialist in every school. NYLA has watched the growth of legislators' member items for libraries since 1977 with understanding that the special budget line items meet real needs, but with concern that member item legislation does not substitute for a united, concerted statewide effort to improve basic funding.

Member item legislation does not substitute for a united, concerted statewide effort to improve basic funding.

The Legislative Committee reviews all State bills relating to libraries, choosing to support, oppose, or take no position. It does not work alone. The Intellectual Freedom Committee provides a critique of bills affecting censorship and confidentiality, and other expertise is sought as needed. When the field is divided, NYLA takes no position.

In working on Federal legislation, NYLA takes its cues year-round from the ALA Washington office through the Committee's Federal Relations Officer. A contingent of New Yorkers is among the throng in Washington on ALA Library Day every April to ensure that every New York congressman and senator is visited to hear first hand the importance of Federal aid to libraries.

FOR THE FUTURE

NYLA believes that libraries are an important com-

ponent in the State's educational program and, as such, should receive annual cost-of-living increases to maintain services. Although annual increases in costs are documented, regular increases to continue to provide established library and information services on a steady, planned basis have yet to be achieved.

Despite the difficulty of operating in the years between increases, however, it is clear from the record that library and information services in the State of New York have developed and improved as a result of NYLA's legislative activity and that the people of New York have benefited. People use libraries for lifelong learning from the time picture books are read to them as tiny children through their senior years when they may rely on large-print collections or talking books. The people of New York use libraries intensively to further their formal education through elementary, secondary and higher education. Libraries support the research of scholars, inventors and scientists. Libraries ensure that health care professionals have access to knowledge of the latest in treatment options and that the information industry has what it needs to grow in New York. Libraries feed the imagination of our people, challenging them to dream dreams, build on their past and plan for a better tomorrow. The New York Library Association is committed to ensuring the right of the people of New York to access to information and excellence of library service.

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NEW YORK STATE LIBRARY ANNOUNCES RESEARCH RESIDENCY AWARDS FOR 1990

Carole F. Huxley, Deputy Commissioner for Cultural Education in the State Education Department, has announced the names of the New York State Library's Research Residency Award winners for 1990. The awards provide research residents with special research privileges at the Library. Through its Research Residency awards, the State Library promotes the use of the Library's resources for scholarly research, encourages the work of individual researchers and affirms the partnership between libraries and the scholarly community.

The Research Residents for 1990 are:

- Gail E.H. Evans, University of California, for research on the development of hydroelectric power at Niagara Falls;
- Maureen Montgomery, University of Canterbury, for a study of 19th century leisure class women in New York State;
- Mary Anne Devane, The University at Albany, for the preparation of a catalog of Irish-American research materials;
- Margaret Orelup, University of Massachusetts, for a study of the consumer economy and rural culture in Western New York; and
- James D. Whitaker, historic researcher, for a study of broom corn culture and broom manufacturing in New York State.

SLMS/NYLA: WHAT WAS, WHAT IS, WHAT WILL BE

By Julia C. Van de Water,
Director of Media Resources, Freeport [NY] Public Schools,
and Past President, NYLA School Library Media Section

Celebrating past accomplishments, acknowledging present plans and considering future objectives seem less formidable to contemplate when one has only to retrieve and synthesize existing data. Fortunately, the School Library Media Section of the New York Library Association has long maintained archival records, from which a history was written in 1979 by Evelyn Rice, the SLMS Archivist, and updated in 1988 by Sheryl Egger, the 1990 SLMS President. This article incorporates and expands on information from that document.

Prior to the organization of school librarians as a section of the New York Library Association (NYLA), such individuals met as a group under the direction of a chairperson who, from 1917 to 1932, was usually the Supervisor of Libraries of The University of the State of New York, Library Extension Division. Prominent school librarians, including Adeline B. Zachert and Nell Unger, served in that capacity during the years when school librarians sought recognition and certification standards for school librarians. In 1932, under the leadership of Anna Clark Kennedy, a resolution passed making School Libraries a NYLA standing committee.

School librarians attending the 1941 NYLA annual conference at Lake Mohonk established the School Librarians Section (SLS). A committee, appointed in 1942 and chaired by Winifred B. Linderman, was charged with drawing up the Section's constitution. Following approval of this constitution at the 1943 annual conference, SLS elected its first officers in January 1944.

Documents from the 1940s reveal that by the end of that decade, 290 school librarians were SLS members. Programs at NYLA annual conferences related almost exclusively to books and reading. A regular conference highlight was the joint luncheon with the Children's Services Section. SLS placed a priority on recruiting for librarianship and a well-written brochure reflected the leadership of SLS in that area.

The 1950s brought summer workshops and institutes for school librarians. Conference programs stressed involvement in planning adequate and functional library facilities, library recruitment, central processing of library books, and tours of school libraries in action. Programs of this period also demonstrated an apparent reluctance to accept audio-visual materials as part of the total library program, unless accompanied by more staff and space. Regional school library organizations also gained popularity and their meetings appear to have been well attended.

A newsletter regularly updated members (whose total number reached 670 by the end of the decade). SLS membership cost $5 and the SLS Executive Board consisted of six people. Continuing recruitment efforts resulted in a new brochure, "Variety is the Spice of Life of a School Librarian's Life." The Section undertook a study to identify library skills needed by college students. Surveying 100 colleges throughout the United States, the researchers concluded that school librarians should strengthen their teaching programs.

A notable accomplishment for SLS members in the 1960s was the establishment of a Bureau of School Library Service in the State Education Department. Frank Stevens was appointed the first head of the Bureau. Leaders were excited about the Knapp School Library Development Project under the aegis of the American Library Association and the remarkable expansion of school library services with the help of Federal funds made available under the National Defense Education Act and, later, the Elementary and Secondary Education Act. The SLS newsletter expanded to four pages, and further revisions to the SLS constitution reflected the needs of a growing and participating membership.

A three-year evaluation of library systems created discord when it suggested that school librarians "take over" the services of children's librarians. An ad hoc committee was appointed to study the feasibility of SLS separating from NYLA. A New York State map divided into five regions resulted in enlarging the SLMS Executive Board to include five regional representatives who would also act as committee chairs. Statistics from this period reveal that more than 30 percent of the State's elementary schools lacked a central library and over 50 percent functioned without a full-time librarian. The growing importance of non-book materials as part of the school library collection and consideration of school librarian certification engaged committees in making recommendations to meet the increased and changing needs of school libraries.

The 1970s represented a time of attempting to explain the roles of the school library media center and the school library media specialist. Communications and regulations were emphasized in a 1971 SLS position paper, "Communications Media Programs." In 1972 SLS made recommendations for amending the Commissioner's regulations on school libraries.

Through NYLA, SLS became involved in the legislative process. A school library contingency budget bill was sent to the Legislature in 1974. Reflecting the altering functions and services of school libraries, SLS was renamed SLMS (School Library Media Section) in 1972 and its revised constitution included a Bureau of School Libraries liaison on the Executive Board. SLMS formally sent a representative to NYLA Council. School Library Media Day became a reality in 1973, with the John T. Short Award being given in 1974 to mark the State's first School Library Media Day. The award, now called the School Library Media Month Award, is still given to promote library media center programs.

The 1970s were years of "firsts" for SLMS.

The 1970s were years of "firsts" for SLMS. The first SLMS directory of members appeared in 1975; membership was over 900 for the first time. School librarians were recognized as teachers on the 1976 State Education Department Basic Educational Data System (BEDS) form. The State Education Department formally asked SLMS for curriculum input. In 1977 SLMS made its first Administrator's Award to James Russell, an elementary school principal. The first handbook was prepared for the Executive Board. SLMS members participated in the June 1978 Governor's Conference on Libraries. Commissioner Ambach restored the mandate for librarians in the New York City public schools. Competencies for school library media specialists and a library media skills curriculum guide for kindergarten to grade 6 were being written. Legislation enacted in December 1978 provided for pilot school library systems.

In the 1980s, the concern for public relations was emphasized with the publication of a 16-page brochure, "Horizons Unlimited: Public Relations for your School Library Media Center." Another brochure promoted the Parents as Reading Partners program. In addition to the School Library Media Month Award, SLMS also presented annually the Eliot Rabner Asian Media Award (now the Cultural Media Award) and elementary and secondary administrator's awards. "Media" and "instructional technology" were added to the library vocabulary. An ad hoc committee met in 1981 with Commissioner of Education Gordon Ambach to discuss school library media programs. The Bureau of School Library Media Programs continued its work on the K-6 skills program and initiated the 7-12 program. Title IV-B grants for libraries ceased. SLMS still fought for a contingency budget bill and the mandating of elementary library media specialists. SLMS members celebrated the enactment of legislation providing $2 per pupil for purchase of school library materials but were disappointed at the absence of a maintenance-of-effort requirement. The late 1980s saw the SLMS Executive Board further organized by changes in its bylaws and a revised and expanded "board book" with its directory, calendar of events, job descriptions, committee charges and list of policies and procedures.

SLMS affiliates numbered 15 by 1983; guidelines for the affiliate structure were introduced. Yet, concern for the decrease in membership continued as the number of SLMS members dropped in 1984 to 733. Membership recruitment efforts were renewed in the mid-1980s as Executive Board members attended affiliate meetings in their respective regions and affiliate members were invited to attend Board meetings. Membership subsequently increased to 988 because of a 1988 promotion that offered one free membership for every seven recruited. In 1986 the School Library Systems Association became the 20th SLMS affiliate. The publication of "Sharing Showcase: A Book of Ideas That Work" facilitated the networking of successful library programs. A brochure, "Think About Becoming a Library Media Specialist," promoting school librarianship as a profession, was created and distributed.

In the 1990s, the "SLMSGram," having adopted a thematic approach, remains a viable communication link with members. SLMS continues to exhibit at State conferences of other professional associations and is an active organizational member of the New York State Council of Educational Associations. National visibility expands as SLMS members become active participants on ALA and AASL committees. A new position, that of AASL Delegate, added in 1988 to the SLMS Executive Board, has increased awareness of and involvement in school library concerns having a broader perspective.

The spring conference, sponsored by SLMS and a regional affiliate, has become a yearly tradition. At the NYLA annual and SLMS spring conferences, SLMS includes presentations by authors of renown and library figures of national prominence. SLMS further evidences its service to the profession and to its members by an ongoing financial commitment to the School Library Career Awareness Network (SCAN),

operated by Syracuse University, and its waiver of registration costs to its spring conference for student members of SLMS/NYLA. Moreover, the Beatrice E. Griggs Scholarship annually provides financial aid to an emerging school library media professional, and the SLMS Scholarship Award encourages continuing education for practicing school library media specialists.

SLMS has assumed a leadership role in promoting "Information Power," the new national guidelines for school library media programs. In addition to presenting workshops on this subject for conference attendees, SLMS will sponsor for representatives of each affiliate organization, prior to its 1990 spring conference, training in implementing the vision outlined in "Information Power." SLMS continues to press for State legislation that mandates elementary library positions and contingency budgets and provides increased funding for school library systems and State aid for school library media centers.

T.S. Eliot reminds us that "time present and time past are both perhaps present in time future." SLMS is vital in the professional life of the State's school library media specialists. Mindful of past accomplishments and current plans, SLMS looks to the future for the fulfillment of goals and objectives already identified and for the identification of directions yet unexplored.

MELVIL DEWEY RIDES AGAIN!

At the January 1988 meeting of the American Library Association, the Council reinstated the ALA motto coined by Melvil Dewey: "The best reading for the largest number, at the least cost." The origin of the motto is explained by Dewey in the following article that appeared in *Public Libraries* in 1906 (take note of some examples of Dewey's simplified spelling):

> "The best reading for the largest number at the least cost," before the eye so constantly as our official motto, often prompts questions as to its origin. From the founding of the A.L.A. at Philadelphia in 1876, till my marriage, Oct. 19, 1878, I lived in Auburndale and Newton, and went back and forth 10 miles to my office in the saddle. Twenty miles a day on horseback gave nearly three hours to "think things over." One blustery winter morning I tried all the way to Boston to formulate for my own guidance a brief statement of what it was to which I was giving my life. Its use as a motto did not occur to me. I had refused what seemed to my family a most desirable position and salary in order to keep up this work for the A.L.A. In trying to get at the root of the matter it seemed that back of all our technical discussions and study for improved methods the supreme thing was to approximate at least the best reading, to make it reach as many people, young and old, as possible, and as a corollary and necessity for efficiency with the limits we should always find in everything, to utilize the principle of coöperation to make our money go farther, first by combining to supply books for common use in public libraries, since cost made it impracticable for each person to buy all the books he ought to read, and in the next step to increase efficiency of such libraries by adopting every labor-saving method or device that would enable us to do more with the time and money at our disposal. "The best reading for the largest number at the least cost" seemed to imply these essentials, for the best reading coverd not alone what was read, but the methods of reading. I used this to explain my position, began to put it on corners of envelops as a suggestion, and others followd the example. It was in wide use and recognized as our slogan before it could be said to have been formally adopted as the official motto of the A.L.A. — reprinted from the New York State Library's *Weekly Information Bulletin*, February 12, 1988.

PUBLIC LIBRARIES SECTION: FROM SIGNATURES TO SYNERGY

By Marie Bruce Bruni, NYLA Public Libraries Section President, 1989, and Director, Huntington Memorial Library, Oneonta, NY

On October 4, 1971, the Public Libraries Section of the New York Library Association was formed. Signatures were gathered at the annual conference, which was held in New York City that year. Instrumental in helping the section form were Leon Karpel (Mid-Hudson libraries), who gathered signatures on petitions, and Guenter Jansen (Suffolk Library System), who guided the matter through the first membership meeting. Initially there were approximately 50 people who were interested in the section; in 1990, membership exceeds 1,000, and it is the largest section of NYLA.

Just what were the concerns of the section when it first started? Appointment of officers, bylaws and a good program for the 1972 conference in Rochester. Although the section still has these concerns, it has added many more since then.

In an initial mailing to all public librarians across the State, Mr. Jansen urged individuals to designate PLS as their first choice section and "to do it now!" He also encouraged people not to be left out in the cold since the nominating committee, officers, committees would be drawn only from those who had joined and paid by January 31, 1972. Of particular concern at that time were legislative issues (does this sound familiar still in 1990?) and standards for public libraries. His next communiqué stated:

> Legislative concerns of public libraries will also be on the agenda. A recent flurry of activity in Albany has revived hopes for passage of bills A776 and S317. These are identical and would call for a $5.4 million increase in State Aid to Public Libraries. All Section members are urged to write, wire, or call their local legislators in support of these bills and to urge their release from committee by writing to six key legislative leaders....[1]

These words sound hauntingly familiar even now, and it is certainly true that libraries have to push for every penny they receive.

At the annual conference of 1972, Samuel Simon was elected the first President of PLS. During his term seven committees were established, and he felt strongly at that time, as does the current board, that "our committees hold the key to whether our Section will grow in influence in NYLA. They will also determine the degree of confidence our members at large have in this new Section."[2]

Today, in addition to the Executive Board, PLS has the following committees: Awards, Booth, Centennial, Friends of the Library, Grants, Legislative, Membership, New Technologies, Newsletter, Nominating, Outreach, Personnel Issues, PLS Conference, Promotions, Small Libraries and other special committees as needed.

Through the years, PLS has taken an active stand on issues of concern to public libraries. In the last couple of years it has: added a quarterly newsletter entitled *Public Library Synergy*; established a grant program on a biannual basis to provide workshops on a central theme that impacts public libraries in all areas of the state; rewritten the constitution and bylaws and had those changes adopted by the membership; added committees to keep up with changes in the profession (Personnel Issues, New Technologies, Friends); and taken active stands on key issues regarding standards for public libraries and legislation. In 1990, PLS will be implementing a Public Library Construction Award of Recognition.

PLS now operates under a five-year direction that began in 1989. The Section works each year to successfully fulfill an annual set of goals. The direction is revised each year and helps each new board continue the work of a previous board.

PLS has come a long way since its modest beginnings in 1971, from 50 members to more than 1,000 members today. If you haven't already joined our section, we welcome new members at any time. As the old saying goes, "Don't be left out in the cold, join PLS."

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NYLA'S ACADEMIC AND SPECIAL LIBRARIES SECTION: ENTHUSIASM FOR THE FUTURE

By Janet M. Welch, Director, Rochester Research Library Council, and 1989 President, Academic and Special Libraries Section

> It is always with very mixed emotions that I hear of those who are called to service — disappointment that a normal, decent way of life has to be interrupted, and yet a feeling that to go is the only answer to the situation facing us at the present time, and the sooner we all pitch in, the sooner can we hope to take up again the threads of the way of life that we hold dear.[1]

These poignant words were written on June 25, 1942, by College and University Libraries Committee Chairwoman Dorothy Biddle to Committee member Neil VanDeusen, who was beginning his military service. In the same letter, Mrs. Biddle goes on to state graphically that "the committee has got rather shot to pieces...." Her letter highlights one of the many challenging and fascinating years in the history of NYLA's Academic and Special Libraries Section.

Fortunately, there were also many good years ahead for the Committee and Mrs. Biddle would be justifiably proud to see the Academic and Special Libraries Section in its current, robust form. Today, the Academic and Special Libraries Section of NYLA is the only professional organization in New York State serving the needs of all librarians from college, university, corporate, hospital, state agency and other special libraries.

The College and University Libraries Committee, which was chaired so ably by Mrs. Biddle in 1942, became the College and University Libraries Section in 1954 under the leadership of Charles Penrose. In 1979, under Section President Wayne Gossage, the responsibilities of the Section were expanded, and the name was changed to Academic and Special Libraries Section. The purpose of the change was to attract to NYLA both librarians who worked in special libraries and academic librarians with special interests, such as science or government documents. "ASLS is special" was the theme that year.

ASLS documentation is held in the New York State Library, where Assistant Librarian Fred Bassett has served the Section well by organizing the NYLA Archives. An examination of this documentary history produces much that has remained the same over the years and also reveals many changes — some startling, some more subtle.

RECURRING THEMES IN ASLS HISTORY

Encouraging membership growth and meeting the challenges of membership diversity are themes that reappear throughout the Section's history. "In numeris vis est" has clearly been a theme of the Section for more than 50 years. College and University Libraries Committee Chairwoman Eleanor Hawkins wrote in her 1935 Annual Report to NYLA, "some of the largest and most important libraries of the state are college and university libraries. Would it not be worthwhile to make some effort for their membership?"

Almost every year of Section history includes examples of membership promotion efforts. In 1955, academic librarians were urged by ASLS Membership Committee Chairman Thomas Iiams to "resolve now to join NYLA and become a librarian with a professional interest beyond degrees and experience." Mr. Iiams went on to state honestly, "besides, the College and University Section needs more money to enable it to be of more service to you." The brightly colored current ASLS membership brochure describes how ASLS works for the individual through cooperation with colleagues throughout New York State and how ASLS works for academic and special library interests in legislation, intellectual freedom, pay equity and professional status.

The Section has been characterized both by an ongoing attempt to increase membership and by a great diversity in the types of libraries from which it draws its members, including large research libraries, public and private colleges, small corporate libraries, library schools and numerous government agencies, along with many others. In most cases, these librarians are also members of other library organizations that reflect their particular interests, such as the Association of College and Research Libraries, Special Libraries Association and/or the Medical Library Association. They are drawn together in ASLS, according to a recent survey, to promote interlibrary cooperation, to expand their knowledge and relationships to include librarians in other types of libraries and to engage in statewide action for improved legislation, regulation, standards and support.

The diversity of the ASLS membership has always offered a challenge to Section planners. In recent

years, Section President Janet Steiner (1987) used ASLS membership diversity as an opportunity to develop and maintain contact with other library associations in New York State and to promote a statewide coalition. Section President Jean Currie (1988) followed up on Janet Steiner's idea of drawing together at a statewide conference the various library organizations serving academic and special libraries. *Harmony In A Time Of Change: Finding Common Ground*, held in Syracuse in March 1990, was the result of this effort. Jean Currie states that "It is exciting that ASLS was the catalyst for this historic conference which points to our strength, our organization, the willingness of our members to work very hard, and the backing of NYLA."[2]

Continuing education and development of meaningful conference programs for academic and special librarians have also long been important characteristics of the Section. Many of the continuing education programs listed throughout the Section's history explore similar themes. Typical program titles are: "A Discussion of Ways and Means of Making Books More Available and More Meaningful to College Students" (1942) and "Personnel Problems and Policies of College and University Libraries" (1957). Automation topics became commonplace in the 1960s, a trend that has continued to the present day.

Leadership has changed over the years from a strong male domination to a steadily increasing role for female librarians.

DEVELOPMENT OF NEW SECTION ACTIVITIES

While much has remained the same, some themes and activities of the Section have changed substantially over the years. It is interesting to note changes as one moves through the archives from older to more recent correspondence. One change is the gradual elimination of references to the four-year library B.S. as a "professional" degree. It is clear that the leadership of the Section has changed over the years from a strong male domination to a steadily increasing role for female librarians. The formal "Mr.," "Mrs." and "Miss" used consistently in correspondence and minutes in the 1930s and 1940s, even in correspondence between good friends, has been replaced by the almost universal use of first names, even between correspondents who have never met.

The struggle of Section members in the 1940s and 1950s to develop manual tools that would provide information about available resources for statewide interlibrary loan has given way to discussions of online databases, retrospective conversion into machine-readable formats, automated transmission of interlibrary loan requests to known locations and the use of telefacsimile to transmit materials. The early cooperative projects were characterized by individual initiative. Dave Wilder, 1947 College and University Libraries Committee Chairman, describes the late 1940s as "...the period in which I developed my enthusiasm for library cooperation and spent a good deal of time trying to revive CLUNY; Cooperating Libraries of Upper New York: Hamilton, Colgate, Syracuse, Cornell, the University of Rochester and the Grosvenor."[3] Today, automation and public funding for cooperative services encourage and support such efforts by Section leaders.

Probably the most dramatic change has been the development of a strong statewide role for the Section in initiating and implementing State legislation for improved cooperative services to academic and special libraries and the development of an active role in statewide educational, legal and regulatory activities that affect libraries. Harold Hacker (1947 NYLA President) reports that, from 1937 to 1950, NYLA "switched from a passive to an active organization through its early exciting legislative efforts."[4] ASLS gradually became an active participant in NYLA's legislative activities. By the 1950s, ASLS was aggressively promoting the establishment of a college library consultant position in the State Education Department to assist colleges in coordination of resources and efficient operation. The Section's 1955 petition to the Board of Regents has a familiar ring:

> New York State, through its State Education Department, has a direct stake in the higher education of all young people who attend more than 120 colleges and universities, both public and private, throughout the state. Demands on the libraries of these colleges are constantly increasing, yet some of the libraries are pitifully weak in their collections and services. Few of the colleges standing alone can fully provide the library services needed for their curricula and expanding educational programs. If the library is to be the heart of the educational program in each of these colleges, both large and small, means must be found to coordinate their library resources and to help them operate more effectively.[5]

From this concept and from these efforts one of the current primary interests of the Section was born — the development, establishment and assessment of State-funded cooperative library programs. In the last 25 years, ASLS has promoted state support for many

library service improvements, including 3R's Councils, regional automation, coordinated collection development, conservation and preservation and hospital library services.

The most enduring characteristic of the Section (and of NYLA): the strength and warmth of the personal relationships established

PROMOTING CLOSER AND FREER ASSOCIATION

The preceding description of historical similarities and differences in Section activities is accurate but fails to capture what is probably the most enduring characteristic of the Section (and of NYLA): the strength and warmth of the personal relationships established within the Section. Letter after letter in the archives reveals the strong ties and depth of feeling that developed through the Association and Section membership. The strength of this feeling is particularly apparent when disruption and tragedy strike individual members of the Section. Most recently, Jean Currie recalls with great affection two well-loved leaders of the Section, Mildred Lowe and Jim Webster, who both died in tragic car accidents during her presidential year.

The proposed constitution for the College and University Libraries Section (October 5, 1955) states that the objective of the Section is "to promote closer and freer association among college and university librarians".[6] This closer and freer association is clearly evident in the comments of past ASLS Presidents. Wayne Gossage writes at length about Pat Dugan and states that "there ought to be some way of honoring people who should have been President but weren't."[7] Janet Steiner vividly describes an ASLS Board meeting that was held in 1986 ASLS President GladysAnn Wells' apartment "where we sat on the floor eating her delicious homemade chili....I know we conducted official business that night, but what I remember most was the camaraderie!"[8]

ENTHUSIASM FOR THE FUTURE

While enjoying warm moments with colleagues, the Section membership has also made plans for the future. Following a 1989 membership planning poll (conducted by Planning Chairwoman Betsy Elkins), the Section adopted a long-range plan that includes increasing Section visibility and membership, continuing strong programs, improving publications and strengthening legislative activities. Perhaps the best summary of the spirit of the Section's plans can be found in the minutes of the October 15, 1955 meeting held at the Lake Placid Club, "The meeting adjourned amid enthusiasm for what may be accomplished in the future."[9]

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SECTION ON MANAGEMENT OF INFORMATION RESOURCES AND TECHNOLOGY (SMART): A HISTORY, 1957 TO 1990

By Ellen C. Rappaport, Project Manager, OCLC, Inc. Local Systems Division, and Teresa Strozik, Burke Library, Hamilton College, Clinton, NY

Early in its history, Section President Felix Reichmann of Cornell University Library set an ambitious agenda for the fledgling NYLA section now known as SMART. At the 1961 business meeting of NYLA's Resources and Technical Services Section, he defined the work of technical services librarians and the concerns of the new NYLA Section. He listed some of the problems technical services librarians faced:

- Mechanization: it "will solve some of our problems, but it will create many more difficult ones"
- Regional and national obligations for acquisitions, and shared acquisitions
- Shared cataloging
- Revision of the catalog code
- Preservation of valuable local materials
- Statistics: "how to count library holdings, how to calculate processing costs"
- Training of professionals and nonprofessionals for technical services work
- Image of technical services work: "we should never forget that technical services are...an integral part of the library's work."[1]

NYLA's technical section, originally the Resources and Technical Services Section (RTSS), was founded in early 1957 as the Technical Services Committee. Robert Kingery of The New York Public Library served as its chair. It initially functioned as a program committee and has always placed great emphasis on programs, apprising New York librarians of the newest methods and devices for controlling their library collections.

PROGRAMS

From the first, the section's programs examined new developments. For several years, the Section presented a series of programs called "New developments in..." at NYLA conferences. Automation of technical services operations was on the program for New York librarians as early as it began to affect libraries. In the Technical Services Committee's second year of programming (when mainframe computers were just beginning to be used in industry), the manager of IBM's Research Center library spoke on "Can the Machine Supplant the Abstracter, Indexer, and Cataloger?"

This was the year in which a petition was circulated, during the annual conference, requesting the formation of a Technical Processes Section. At the November 1959 NYLA Council meeting, the Technical Services Committee was granted section status. Joseph Brewer of Queens College Library was designated as president pro tem.

Programs on the use of new technology to accomplish technical services tasks sketched the recent history of technology's use in libraries. In the late 1950s and early 1960s, there were programs on copying methods and Xerography. But the overwhelming emphasis quickly shifted to automation.

Programs on automation appeared nearly every year. The 1965 annual conference offered an introduction to data processing, as it was called then, and a program on "data processing in action — practical aspects" with a speaker from a library system that had begun to automate. The 1965 program reached beyond technical services concerns to show a film on Medlars, the beginning of the medical database. In 1972, while most libraries were still ordering sets of catalog cards, there was a program on cataloging support systems for academic libraries.

Several programs reflected some librarians' concern that computers might make them obsolete.

In those early years of automation, several programs reflected some librarians' concern that computers might make them obsolete, or might replace them entirely with paraprofessionals and support staff. By the 1976 conference, attention had turned from how to automate to a program on the "impact of computerized systems on staffing." A few years later, there was a program on the organizational and social aspects of technology.

In the 1980s, the section offered several programs

on telecommunications, including one called "Life after Log-on: Coping With the Changes That Automation Brings." From RTSS's first conference in 1957 to SMART's programs planned for this year's centennial conference, the Section's programs have contemplated automation's problems and concerns as fast as they came up.

Program topics ranged beyond automation, over the whole scope of technical services. There were frequent programs on acquisitions: "The Librarian and the Subscription Agent: Ever the Twain Should Meet"; "An Examination of Current Problems in the Publishing World and Their Effect on Library Acquisitions Programs"; a program on policies for collection development; and a program jointly sponsored with a chapter of the Music Library Association on selection, acquisition and cataloging of sound recordings.

The Section has always supported the use of national library standards, encouraging New York libraries to do so. Adherence to standards has been an important criterion for the Section when considering recommendations for funding library projects. Programs informed librarians about the standards for binding, cataloging, telecommunication and preservation.

In addition to the examination of options for automated cataloging, there were programs on cataloging rules, subject headings and cataloging specialized types of material. When AACR2 menaced, the section sponsored major programs and attempted to facilitate registration for the Library of Congress' AACR2 programs.

The Section included in its programming the subject of preservation of library materials. The destructive floods in Italy in 1966 may have spawned all the Section's programs for the 1967 conference: four programs on preservation, concluding with "Fire and flood — destroyed books in New York City and Florence." Recent programs on preservation have focussed on low-budget preservation efforts in smaller libraries. Since preservation is a concern of all libraries, the section's programs, both introductory and specialized, draw together librarians from all kinds of libraries.

As well as hands-on topics like cataloging or preservation, the section offered programs on that more abstract aspect of the tech services librarian's work — management. Programs included: "Planning, Programming and Budgeting for Technical Services"; "Managing Microcomputer Resources"; "Training Staff to Use Microcomputer Software"; and "Recruiting the Technical Services Professional."

Conferences frequently offered discussion groups, "circles of knowledge" or "cracker-barrel sessions," with informal discussions of tech services problems and solutions. These programs provided the important opportunity for librarians who were facing challenges from the new technology to meet colleagues in distant libraries facing the same problems.

The Rudi Weiss Memorial Lecture program has allowed SMART in recent years to fund a conference program on a broader topic. Rudi Weiss, of the Westchester Library System, was an active member of the section through the 1960s, serving as president in 1965. To honor his memory, the section first established a grant to enable a librarian to attend a workshop or meeting on some aspect of technical services.

In 1981, the section decided to sponsor instead one major lecture at each annual NYLA conference. The Rudi Weiss lecturer is to be a promoter or defender of libraries or of the idea of public access to information. The speaker often works outside the walls of libraries. Topics have ranged from copyright to a feminist view of Melvil Dewey.

RTSS and SMART conferences were not all work, no play. SMART claims credit for inventing the NYLA dessert reception in 1987, in honor of the Rudi Weiss lecturer at Lake Placid.

PUBLICATIONS

The Section published a newsletter from time to time. When the NYLA Bulletin included columns for NYLA's sections, members of the RTSS or SMART executive boards contributed monthly columns. They ranged from announcements of programs to calls for action to philosophical musings on librarianship. The Section published two manuals on "what an institution can do to survey its conservation needs," in 1979 and in 1982.

RTSS was the first section to be organized around its members' tasks rather than their kinds of libraries.

MEMBERSHIP

RTSS was the first section to be organized around its members' tasks rather than their kinds of libraries. Because there are relatively few technical services librarians, and because of the specialized nature of technical services endeavors, SMART has been NYLA's smallest section. Because of NYLA's formula for allocating member dues, the small number of members has kept the Section's budget small. The Section tried to increase membership with letter writ-

ing campaigns and personal recruitment. SMART also sought to interest library school students in the field of technical services by its presentation at the New York [City] Technical Services Librarians' annual reception, to which students are invited.

In 1980, Section President Harold Schleifer of SUNY Stony Brook appointed a task force to reassess the goals of the Section. It was felt that Section members looked inward, at their own technical services endeavors. The task force sought to reorient the Section to involve librarians outside the traditional tech services tasks and to involve tech services librarians in tasks beyond the traditional. The new perspective looked more at the *management* of information resources and of technology, hence the new name for the Section: Section on Management of Information Resources and Technology, or SMART.

LEGISLATION

The Section did not confine itself to technicalities, terminology or methodology. SMART has taken a leadership role in developing NYLA's legislative recommendations for funding libraries, particularly for technical services programs. In recent years, SMART has made recommendations to NYLA Council concerning funding for the regional database and automation program, for the coordinated collection development program and for programs for preservation of library materials. SMART raised for NYLA the critical question of licensing fees for LC-MARC records.

THE FUTURE

In the coming years, SMART plans to continue its emphasis on conference programming, with increased attention to management activities. The Section will work to recruit new technical services librarians and concern itself with training of librarians and paraprofessionals. Working with other sections, it will aim to increase library funding. According to a draft of its plan for the next five years, SMART hopes to be "open to innovations in technology, resources and management and to anticipate what will be state of the art in the 1990s." It plans to bring these innovations and developments to the attention of the whole NYLA membership.

Despite the small size of the Section's membership and budget, RTSS/SMART has been a full participant in NYLA's legislative and conference programs. Machinery and automation, acquisitions and resource sharing, cataloging and shared cataloging endeavors, preservation, measurements, the image and training of technical services staff — this was the visionary agenda in 1961. In its first 30 years, RTSS/SMART pursued this program with vigor.

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DIVERSITY — THE CHALLENGE FOR NYLA'S REFERENCE AND ADULT SERVICES SECTION

By Jeanne M. Biggins, Adult Services Librarian, Liverpool [NY] Public Library and RASS President, 1988-89

The Reference and Adult Services Section (RASS) of the New York Library Association is the unit that represents and promotes the interests of librarians and information providers who are concerned with adult services. Who are RASS members? They are information professionals who work in all types of libraries, including public, academic, special, corporate and institutional settings. They represent practitioners at the reference desk and in technical services, as well as consultants and administrators in systems and cooperatives. The professional interests of RASS members are as diverse as the activities that can be defined under adult services. This diversity characterizes the history of RASS and is the challenge for its future.

RASS began in 1930 as the Adult Education Committee.

HISTORY

RASS began in 1930 as the Adult Education Committee. The Committee was established at a time when librarians, especially in public libraries, were concerned with their educational role in the community. For the next several decades, the term "adult education" was often used interchangeably with adult services and referred to a range of services from general reference to outreach activities. The Adult Education Committee's activities during this period reflect this broad use of the term. It was the center of activity within NYLA for librarians providing adult services.

Jennie M. Flexner, a pioneer in reader's advisory service, and Ernestine Rose, both of The New York Public Library, were early leaders of the Adult Education Committee. They challenged NYLA members to enhance library services by focusing on adult education activities. Rose, 1934 NYLA President and Chair of the Committee in 1935, urged librarians to "stop thinking of Adult Education as a mere by-product or incidental adjunct of their libraries and prepare to know more of this important social trend."[1] Preparing librarians to know more about the possibilities of adult services became the emphasis of the Committee's work.

In those first years, the Committee worked closely with the American Association for Adult Education. This organization provided a grant to NYLA to establish "nine centers of experiment in nine typical libraries in New York state (sic)...and publishing of a booklet giving an outline for adult education work in libraries."[2] This experiment, as well as earlier surveys of New York State libraries, identified the many library services to adults that could be placed within a broad definition of adult education, services such as book review programs, appointment of a specific staff member as a readers' advisor, development of reading lists by librarians to complement lectures sponsored by civic groups, program planning assistance to local clubs, art exhibits, display of hobby books, purchase of vocational guidance materials and citizens' advisory councils for the libraries.

Many library services to adults could be placed within a broad definition of adult education.

The Adult Education Committee focused on these and other services during the next two decades. However, by 1956, despite the broad range of library activities it addressed, the Committee decided that its scope and powers as a NYLA committee were limited. A resolution to disband the Committee and to form the Adult Services Section in its place was presented at NYLA's Annual Meeting that year. The new status as a Section provided Council representation and a structure for program planning. Its scope now included "information and advisory services, adult education, book selection, audiovisual aids and various aspects of library administration concerned with adult services...."[3]

The new Adult Services Section continued the active record of service of the former Committee, with much of its effort now directed towards supporting Associa-

tion-wide projects. During the 1960s and 1970s, the Section's Wynkoop-Mosher Committee was responsible for selecting recipients for the NYLA Awards named for two early NYLA leaders. In 1963, it donated $1,000 for a New York State Office of Recruitment for Librarianship. In 1967, it established an Adult Services Scholarship for a library school student, followed in 1972 by the Grants-in-Aid program for nondegree-related continuing education for its members.

The Section continued to maintain contacts outside NYLA as had the old Committee. The Board invited the adult services consultant of the Library Extension Division of the State Library to serve as an ex officio member. It continued the relationship with the Adult Education Association, participating in that group's 1965 annual conference. In 1968, the Section undertook a major project at the request of the Division of Library Development with the publication and testing of "Proposed Standards for Adult Services in the Public Libraries in New York State." The final version of the "Standards" was published in 1973.

Remembering the Sixties through Conference programs of the Adult Services Section:

GETTING INTO ORBIT (1961)
INTO THE COMMUNITY WITH INFORMATION (1963)
THE AVANT-GARDE AND CONTEMPORARY LITERATURE (1965)
UNDERGROUND LIBRARIES (1969)

In the early 1970s, proposed changes in the NYLA Constitution sought to realign the Association's sections by type of library, a restructuring that threatened the Adult Services Section. In 1974, this attempt at reorganization was successfully opposed by all NYLA sections. However, this event spurred the Adult Services Section to find ways to emphasize its unique identity within NYLA. In 1975, the Section established a number of Committees to focus on the specialized reference interests of members, a major new direction that enabled the Section to address specialized as well as general reference interests. That first year, the Committee Roster included: Older Americans; Service to Prisons; Information and Referral; Materials Selection; Reference; and Independent Learner. The first Section newsletter was also published in three issues that year. The Annual Report of 1977 carried a new name for the Section, the Reference and Adult Services Section. This change further distinguished the Section among NYLA units, following the formation of the Public Libraries Section in 1972. The name change was officially passed by Council in 1979.

RASS TODAY

As it was throughout its 60-year history, today's RASS is the group within NYLA that focuses on library services for adults. The Committee structure established in 1975 has become the major vehicle for RASS to address the diverse interests of members, national trends in the field and traditional reference services. In 1989, almost one quarter of the Section's membership chose to join one of the 10 RASS committees concerned with general or special adult services. These include new committees established during the 1980s, in response to current interests in the field. Among these were the Microcomputer Committee and the Literacy Committee. In 1987, the RASS Board established the Adult Programming Committee and the Collection Development Committee, which, in conjunction with the Reference Committee, address basic adult services for the generalist librarian. The Adult Learner/Job Information Services Committee combines many of the concerns of the original Adult Education Committee with a special focus on job and career information. Each Committee meets at the NYLA Annual Conference to offer current and prospective members the opportunity to discuss common interests with colleagues from around the State. Throughout the year, Committees work on projects such as bibliographies, newsletter publication and Conference programming related to their areas of interest.

The Section's participation in the annual NYLA Conference has become a major part of its work during the year. Since 1984, it has presented the annual RASS Noted Author Talk for all Conference-goers. RASS Noted Authors have included Robert B. Parker (1984), Donald Westlake (1988), Anne La Bastille (1989) and Mary Higgins Clark (1990). The annual RASS Fun Run, also started in 1984, has become another all-Conference activity. The RASS Vitality Fund raffle, held at the Section's Conference booth in the last three years, raises funds for the Section and the NYLA Vitality Fund.

Other activities of the Section cover a wide range. *RASSmatazz*, the Section newsletter, is published quarterly. A publications program produces and updates titles such as the *Directory of Education and Job Information Centers in New York State*. In 1987, the Section reinstituted its Continuing Education Grants program for awards of up to $250 to RASS members to develop job skills by attending a continuing education course, event or workshop. The Section appoints a Liaison to the American Library Association's Reference & Adult Services Division to share information through its Council on State and Regional Groups. The Section participates in legislative activities, not only by active lobbying with legislators for passage of NYLA-sponsored legislation, but also by offering proposals for legislation relating to the Committees' areas of interest.

FUTURE of RASS

The Section has recently begun efforts to assess its mission and future. In 1989, the Board approved a new mission statement for the Section, one that emphasizes the Section's role in the professional development of its members. At the same time, RASS initiated a long-range planning project. The project includes a survey of current and former RASS members and a conference for current and past RASS leaders to consider the organizational structure of the Section and the roles of the officers, the Executive Board and committee chairpersons. During 1990, a three- to five-year plan for the Section will be written based on input from these sources. This plan will define goals and objectives for the Section.

The issue remains for RASS: to provide a framework for librarians who wish to share and develop their skills and expertise to meet the changing needs of the adult library patron.

The early leaders of RASS welcomed the challenge of diversity presented by the broad scope and purposes of adult users of library collections. The interests of library professionals who belong to RASS today reflect this broad scope. The issue remains for RASS, as it did for those early leaders, to provide a framework for librarians who wish to share and develop their skills and expertise to meet the changing needs of the adult library patron. Can RASS provide a forum for exchange among librarians who serve adults in diverse settings? What does the generalist librarian in the one-person library have in common with the reference librarian in an academic setting? Will the corporate or special librarian identify shared interests with the academic librarian? How can RASS maintain a dialogue among these professionals and what will be the range of topics? The Section's newsletter, Conference programs, publications and Committee meetings will continue to provide the network for this dialogue. The topics will be dictated by the interests of RASS members and by new directions in the profession. The long-range plan may identify additional ways to provide professional development opportunities for RASS members.

The challenge for RASS in the future is to continue to attract members from diverse information settings and services. Since the public library is a major resource for the independent adult learner, participation in RASS among public librarians has been strong. Academic and special librarians also participate in RASS to develop traditional reference skills, to learn about new technologies and to be aware of the needs of nontraditional users in their libraries. RASS offers New York State librarians an opportunity to develop job skills not limited by job setting. A common interest in developing reference skills and services for adults represents the unifying factor for professionals who join RASS. RASS emphasizes the commonality among information professionals and, at the same time, provides a committee structure to address special interests. An open-ended learning adventure, RASS is a professional organization of members who continually "prepare to know." As NYLA celebrates 100 years of service to New York State libraries, RASS continues to assist information professionals to meet that lofty agenda.

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YOUTH SERVICES: CULTIVATORS, EDUCATORS, MOTIVATORS!

By Iris Bartkowski, Past President, Youth Services Section, and Librarian, Bethlehem Central School District

WHAT ARE YOUTH SERVICES SPECIALISTS?

Youth services specialists share a belief that all children from early infancy through their teen years should have available the same resources, amounts of materials and opportunity for guidance in their use as any other individual user of a public library. They not only share this belief, but in most cases are advocates of this philosophy. Providing excellent library services for youth builds a clientele of users today and a foundation of public support for libraries in the future.1 It is with that goal in mind that librarians choose the specialty of working with youth in a public library setting. These professionals and others interested in supporting this vision comprise the Youth Services Section of the New York Library Association.

In 1932, the Children's Books and Libraries Committee was created.

HISTORY OF YSS

In 1908, a group of librarians dedicated to services for young people first surfaced in the written annals of NYLA when a program entitled "Storytelling in Libraries" was conducted at the annual conference at the Hotel Sagamore in Lake George. A more formal structure evolved in 1932, when the Children's Books and Libraries Committee was created — its charge, to plan Conference programs, and its chair appointed each year by the NYLA president. On April 21, 1951, the NYLA membership voted on the Committee's request for Section status; thus, the Section of Children's and Young People's Librarians was born. Its constitution cited the development of reading guidance and special services for children and young people in public libraries as its primary objective, and its first president was a young adult librarian.

Those early years as a Section were tight ones. Attendance at Board meetings was financed by the individual librarians, and only the help and support of the New York State Library through its then-titled Library Extension Division permitted standing committees and regular columns or publications to exist. In 1959, the Section changed its name to Children's and Young Adult Services Section. Conference programs as a means of continuing education were additionally supplemented by a host of high-quality publications, for the Section's finances had improved and committee meetings, as well as printing costs, could be financed. In the late 1960s, the Section produced and published standards for children's services and young adult services that dared to set qualitative standards for public library services to young people.

The Section dared to set qualitative standards for public library services to young people.

The first Spring Workshop was held on June 7, 1975. During that year, the Section produced its first newsletter. Committees were formed on a regional basis. New directions began to emerge in the 1980s. The name was changed to Youth Services Section (YSS) and the positive acronym YSS (pronounced "Yes") signaled a renewed commitment to library services for all youth.

Political activism, early identifiable in the Issues Committee formed in 1977 was fine-tuned as the Section scheduled special meetings with legislators and the State librarian. Introduced in 1982 and 1983 but not passed was the Young Adult Library Service Bill, one of the few pieces of New York State legislation to specifically address the public library needs of young people. In 1984, *Standards for Youth Services in Public Libraries in New York State*, covering children's and young adult services, was published by YSS with the endorsement of the New York State Library. In April 1986, a conference sponsored by YSS and the School Library Media Section in cooperation with the Westchester Library System with funds from the Federal Library Services and Construction Act was held at the Mohonk Mountain House in New Paltz. This three-day

conference established in a public forum, "Strategies for Future Library Service for Youth in New York State"; subsequently, its proceedings were published as *Libraries Serving Youth: Directions for Service in the 1990s*. Years later, this conference is still regarded as the catalyst to awakening a new awareness of the needs of youth and for adopting strategies and implementing change. YSS is on a course of idealism tempered with reality. Reality lies in finances and politics; idealism is the continued commitment to excellence in library services to youth. YSS plans to make history again because of the very nature of discovering that idealism makes the reality worthwhile.[2]

YSS TODAY

The Youth Services Section comprises one of the main sections of the New York Library Association. It consists of members who elect its governing board, and the President of that board represents YSS concerns at every NYLA Council meeting. The major responsibility of YSS is to further the development of library services to youth in libraries in the State of New York. In addition to its Officers and Executive Board, standing committees on various concerns are appointed when needed.

One of the main objectives of YSS is to provide information to its membership through the use of newsletters and publications. It is one of the most active sections in getting books and lists published and most times reprinted because of the demand for its topical subjects. Ideas for these publications come from its membership, and, at any given time, YSS is preparing a new work to offer in the future.

YSS presents from 8-10 specialized programs at NYLA's Annual Conference as well as cosponsorship for other sections' programs. At the Annual Conference, YSS presents the Pied Piper Award. This award recognizes excellence in printed materials that further library services to youth in, by and for a New York State library. The Empire State Award, to be presented at NYLA's 1990 Annual Conference for the first time, is given to a living author or illustrator residing in New York State and honors a body of work that represents excellence in children's or young adult literature and has made a significant contribution to literature for young people. YSS also sponsors a Spring Conference where scholarships are awarded to encourage continuing education in the field of youth services and financial need is not a criterion for the award. Included at both the Annual and Spring Conferences are introductory as well as master programs so designated to provide both beginner and advanced specialists updated skills and exposure to new trends at different levels in the field.

YSS also embraces several ongoing concerns. One of its high priorities is to provide a voice for youth services librarians in the planning of library legislation. Officers meet with the state librarian on an annual basis to improve communication between the Board of Regents and its representatives and youth services specialists. Another priority of YSS is to actively support the recruitment and education of youth services librarians, who are in very short supply. A recent survey conducted by YSS at various New York State library schools indicates decreased youth services subjects included in the curriculum with an increased interest in school positions for those who do choose to work with children in a library setting.

FUTURE GOALS OF YSS

YSS recently adopted a Long-Range Plan reaching into the mid-1990s. Some of its objectives include attainment of the following goals:

1. To encourage the educational development and professional growth in its section: YSS will encourage research in the area of youth services and continue to offer high quality programs at each Annual and Spring Conference; YSS is also committed to working with other groups connected to youth in New York State.
2. YSS will continue to develop quality publications on the aspects of youth services to assist its members and will give equal weight to preschool, elementary and young adult documents.
3. YSS is duty-bound to manage awards and scholarships geared toward the improvement of library services to children and young adults.
4. YSS will continue in its crusade to actively maintain strong representation on the NYLA Legislative Committee.
5. YSS will continue to take an active role in the recruitment of librarians and prospective librarians to promote specialization in youth services.[3]

CONCLUSION

For YSS, it is not only the "Decade of the Child," it is a lifetime commitment to teaching and to inform every individual about the vital role that youth services specialists play in establishing lifelong users of public libraries. Every YSS member aims to make apparent to all the role youth services specialists play in eliminating the barriers that separate children from the information they need. They want to become involved in formulating policies affecting children and to promote the youth services specialist as an ambassador of information — all for the benefit of youth at their public library.

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New York Library Association

ANNNUAL MEETING JULY 10, 1891

In accordance with article 5 of the constitution, the New York Library Association will hold its annual meeting in the senate chamber at Albany, Friday afternoon, July 10, at 3 P. M. The main business of the meeeting will be consideration of the proposed library law for the state, a printed draft of which is sent each member with this notice; and also discussion of the form of law needed in order to make more practically useful the $50,000 a year now appropriated by the legislature for library purposes.

The meeting will be public and members are urged to invite all interested to attend. If the business requires, there will also be a session Friday evening. As the meeting this year is for consideration of the most vital questions lying at the foundation of all our New York library work, it is hoped that there will be a full attendance and that each one will have carefully studied the proposed law and the question of the $50,000 appropriation, and will come prepared for active and intelligent discussion.

Duplicates of the circular explaining the objects of the association are inclosed, in the hope that each member will endeavor to secure the names of others willing to contribute the trifling annual fee and to work actively with us to advance the library interests of the Empire state.

Melvil Dewey
President

Albany, June 29, 1891

NYLA BY THE YEAR 2000

By Susan Lehman Keitel, Executive Director,
New York Library Association, Albany, NY

What will the next decade bring for NYLA? How will NYLA define and refine its mission between the years 1990 and 2000? How will it shape and reshape its role as a member services organization? These far-reaching questions should be asked of the wisest and most visionary of NYLA members. They should be asked of people who can remember the past, understand the present and predict the future. They should be answered with the understanding that concrete accomplishment is the ultimate measure of progress. The editor of this issue of *The Bookmark*, however, has chosen to ask these questions of NYLA's newest and least experienced member, its current executive director. Having been in this position a mere six months, I find myself hardly qualified to answer accurately. I have no crystal ball, no genie in a bottle to grant me whatever I need. Consequently, I am forced to impose upon the reader some of my early thoughts about what NYLA can become in the next decade, what I believe it must accomplish, and what, in the best of all possible worlds, an organization of librarians and libraries should be. My ideas emerge, not from experience and realities, but from dreams and hopes for NYLA.

To understand the mission and role of NYLA in the next decade is to understand the mission and role of libraries in the next decade. The past decade has found them in the midst of an increasingly complex world where professional decisions often carry a legal, moral or social impact. For example, censorship has reared its ugly head and will continue to do so in various ways. As they have in the past, librarians will continue to protest any form of it. Confidentiality of certain library information may continue to be attacked by the unscrupulous or the misinformed. Librarians will continue to guard the right to inquiry by library users long into the coming decade. For better or worse, in the next decade libraries and librarians will continue to find themselves in a time when information has exploded into quantities undreamed of; when access to information, always a right of individuals in a democracy, has become an increasingly complicated science. Today technology develops as fast or faster than our ability to use it. In coming years, librarians will continue to learn to harness new technologies on behalf of themselves and their patrons.

Librarians must respond to the needs of this world as they find it. As they seek to preserve knowledge and ensure the continuity of our heritage, they must also bear a cloak of social responsibility and address some of the issues caused by a culture in transition. The homeless, the unemployed, those without support systems, those who are disenfranchised from society can be, and are, patrons of our libraries. Whatever their information needs may be, they, too have a right to be served. In the meantime, librarians will face economic, political and educational challenges to their profession that they can expect their association to help them meet. How NYLA accomplishes this will be one yardstick by which it is measured in the next decade.

NYLA is the continued expression of a shared moral commitment to the preservation of our heritage and to the provision of information to all who seek it.

NYLA has survived for more than 100 years. It has been and continues to be a symbol of unity among the diversity of libraries in New York State. It represents a continued commitment of libraries and librarians to a larger voice in political environments than any single voice could be.

In 1989, the New York Library Association was moved from the concrete of Manhattan to the soil of Albany in order to reflect a growing priority that it should increase its initiatives with regard to establishing and maintaining strong relations with government decision-makers. During the coming decade, NYLA will continue to advance its positions with the State Legislature and the Executive Chamber. It is essential that the word "library" be restored to its rightful place in the discourse of government relations as decisions are made in relation to State resources and regulations for libraries. NYLA must be vocal in

representing the needs and interests of both its individual and institutional members to the Legislature and the Governor during the next decade.

The word library must be restored to its rightful place in the discourse of government relations as decisions are made in relation to State resources.

In the next decade, NYLA will continue to provide a strong central administrative capacity to serve its many units. Recognizing the strength, independence and individuality of its members and helping them pursue their individual priorities is an unspoken part of NYLA's mission. Simultaneously, NYLA must engender a comprehensive identity among all its members so that the whole of the organization is greater than the sum of its parts. NYLA must make every effort to personify libraries, not only to government, but also to business, foundations and associations. This unity of identity is also helpful if the library community continues to develop mutual dependencies in sharing resources, information and experience. Librarians must be for each other and NYLA must be for all libraries.

In the coming decade, NYLA will continue those specific services it has provided in the past that have proven valuable to its Council and its members. These include, of course, conference planning, administrative services and the *NYLA Bulletin*. However, NYLA will increase the types of services it offers its members so that it can become a resource to them in legal areas, in continuing education initiatives, in public relations efforts and in research pursuits. NYLA should be able to offer advice to its members, at least in the first instance, on issues of censorship and confidentiality. It should have current information about laws, regulations, judicial decisions and competent legal counsel in these areas. In terms of continuing education, NYLA should develop and coordinate programs of training that help all library staff improve their skills and performances. It should also assist all units in their own conference planning and in contract negotiations with conference sites.

In the best of all futures, NYLA will include a public relations staff with the skills necessary to create a viable image of libraries in New York State. Coordinating media relationships and teaching these skills to NYLA members will be a primary responsibility. NYLA should also have a research component that will pursue issues of concern to the field and will include information and knowledge about libraries. NYLA, most importantly, will continue to provide leadership and service. NYLA will be a symbol to those outside our community of the strength and contributions made by libraries. To our own members, it will be a symbol of unity, service and commitment.

In the coming decade, two basic questions face the entire library community. The first has to do with the resources that permit libraries to exist. How can these resources be guaranteed and increased in the future so that libraries, librarians and systems can carry out their commitment to provide quality services to all who seek them? NYLA will commit itself to seeking answers to this question in both the public environment and the private sector. It will develop the capacity to help libraries share with each other methods of fiscal planning that ensure the greatest use of every dollar. It will relentlessly pursue government funding. It will explore potential resources in the private sector.

On behalf of its members, NYLA will also address the status of the profession of librarianship, the second major issue facing us in the next decade. A culture that does not demand that its librarians are paid sufficiently, is a culture in danger of diminishing itself, its heritage and its capacity for responsiveness to its own needs. It will be essential for NYLA to focus its efforts on enhancing the profession of librarianship in order to increase the compensation available to librarians and to maintain the attractiveness of the profession.

Between now and the year 2000 NYLA has much to do. It must continue to serve its members in the conventional senses, but it must add new dimensions to its mission. It must recreate an understanding of the contributions libraries make, especially to those who can influence our future. Simultaneously, it must revive in librarians the energies with which they will be able to continue to commit themselves to the service of their libraries. NYLA, already an organization beloved by many, will continue to embody a vision for ourselves and others of what libraries can and must be. It will proceed to realize that vision through achieving public and private financial support for libraries, through enhancing professional credibility and through magnifying the collective voice of libraries that will be heard long into the 21st century.

DOCUMENTING NYLA HISTORY: THE NYLA ARCHIVES

By Frederick Bassett, Senior Librarian,
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New York State Library

Library history, like other forms of historical writing, is dependent upon the use of such primary resources as the archives of the organization, government or institution being studied or the personal papers of the individual whose life is of interest. Therefore, it is incumbent upon librarians to preserve the historically valuable records of their libraries and library organizations. The importance of the New York Library Association needs no elaboration; this issue of *The Bookmark* is a testimony to that significance. The NYLA Archives are, therefore, important for anyone wishing to interpret its development, successes and failures. The New York State Library has effectively provided for the care of these archives since World War II. This article briefly describes these important records.

DESCRIPTION OF THE NYLA ARCHIVES

The records of NYLA, comprising 80 cubic feet, document the diverse functions and activities of the organization from 1890 to the present. These records have been transferred periodically to the New York State Library (NYSL) since 1944, when it was designated as NYLA's official repository. Arrangement of these records is according to principal administrative functions and activities or in some cases the form of material. There is a total of 10 series: Organizational, Executive Board and Council, Section, Roundtable, Committee, Financial, Conference, Subject, Printed and Photographic Materials.

The *Organizational* series consists of a variety of materials relating to its governing and administrative structure and history. Included are 1) letters and printed items documenting its founding on 11 June 1890, incorporation by the Board of Regents, 1929, and granting of the absolute charter in 1946 by the Board of Regents. 2) *Administrative Manuals*, issued periodically since 1903, contain the constitution and bylaws, motions of the council, section, roundtable and committee responsibilities, standard forms, historical background and other essential facts for executive officers, council members and administration staff. 3) *Membership directories and rosters*, various dates, containing an alphabetical list of the NYLA members. 4) *Secretary-treasurer's Books*, three bound volumes, containing the minutes of annual business meeting and financial reports for years, 1890-1922.

The *Executive Board and Council Series* consists of three subseries: Minutes of Council Meetings, (1907-86); correspondence, (1912-87); and Memoranda and Reports (1970-88). Minutes of the Council meetings chronicle the action taken on all business set forth on the agenda. The decisions made by the Council are important because this body is empowered to determine all policies and programs of the Association, with the exception of amending the constitution and bylaws. The correspondence subseries consists mostly of letters between the president, vice-presidents and executive director regarding the conference programs, legislation and other administrative matters. It reveals the important role the executive officer has in formulating policies and setting the agenda for council meetings. *Memoranda and Reports* consists of these documents generated by Council meetings, other than the approved minutes. Included are the drafts of minutes and agenda, as well as reports presented at the meetings. In general this series documents the decision and policy-making process of NYLA.

The *Section Record Series* documents the policies and program of seven suborganizations within NYLA that represent different fields and specialties within the library profession. Subseries are based on each individual section. Each section has been largely responsible for the creation and maintenance of its records, since it has its own constitution, bylaws and governing body patterned after the parent organization. In general the records of sections indicate that their principal activity is the planning and administration of special programs and workshops to inform and educate its members regarding trends and developments. The kinds of records created by each section are: *Academic and Special Libraries Section* records consisting of correspondence and memoranda (1954-86); *Library Educator's Section* records consisting of minutes of meetings (1970-80), correspondence, financial reports and assorted printed items (1970-74); *Public Libraries Section* records including minutes of meetings (1971-79), correspondence and memoranda (1972-79); *Reference and Adult Services Section* consists mostly of correspondence, memoranda and reports of its officers and council members (1956-86); *Section on Management of Information Resources and*

Technology consists of minutes (1959-86), correspondence and memoranda of its officers (1962-70, 1975-80), committee files, papers and proceedings of Preservation Workshop (1970). *Youth Services Section Records* (1954-85) consists primarily of minutes and related memoranda of its executive board meetings.

Roundtable Files (1975-86) document the activities and functions of another group of semi-independent associations in NYLA. They are established primarily to provide a forum in which a particular issue of a topic is discussed. For example the Ethnic Service Roundtable is concerned with how libraries can build special collections relating to different ethnic groups in their community. These files contain letters and memoranda regarding the planning and scheduling of their meetings at the annual conference and summary reports stating their position and relevant issues.

Committee Files (1931-86) document the work of these special bodies created under the direction of the NYLA Council to perform a specific task or function, which is primarily to assist in policy making or administering programs. For example, the plans for a regional library system was devised by the County Library Development Committee and Legislative Committee, formerly called Library Standards and Legislation. The Legislative Committee was also involved, along with the Federal-State Relations Committee in formulating the Reference and Research Library Resources program. Besides external policy making, some committees concentrate on administering internal matters, such as the Awards, Scholarship and Conference Planning Committees. The papers found in these files include correspondence and memoranda.

The *Financial Records Series* (1925-86) provides official documentation on the receipt and expenditure of its funds. The primary source of revenue is member's dues payments. These funds are then distributed accordingly for a variety of programs and administrative funding. It appears that the bulk of funds are used to pay staff salaries, rent office space and purchase office supplies and equipment. Other major expenditures paid, in part, by general funds include lobbying activities and conference programs. The specific kinds of records include: Account Audits (1938-86); Treasurer's Reports (1915-65); General Account Ledgerbooks (1925-66); Dues Receipt Books (1957-64); Invoices (1915-31) and Vouchers (1959-61). It should be noted that numerous gaps exist in the continuity of these records and that date spans are variable.

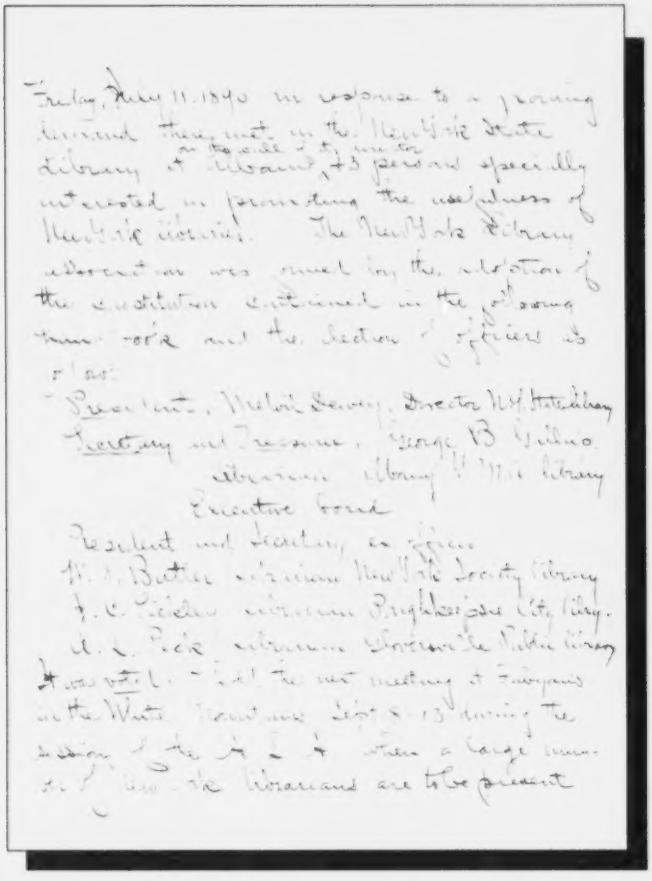
The *Subject Files* (1894-1986) are comprised of the papers relating to the many activities and programs of NYLA. The bulk of these files was generated by activities relating to planning and administration of annual conferences and business meetings. Specific files contain correspondence, memoranda and forms concerning matters, such as meeting facilities, accommodations, scheduling and exhibits. Other subseries include: Awards and Memorial Funds (1952-84) that contain information on nominees and recipients; Educational Grants and Loans (1955-73) consisting mostly of scholarship applications and loan payment receipts; Government Programs and Conferences (1944-86) relating to the service of NYLA in an advisory capacity for many library aid programs administered by the State Education Department; Library Day and Lobbying Files (1975-85) documenting the Association's efforts to help libraries secure adequate State funding for erecting buildings and expanding services; Library Organization File (1948-80) concerning NYLA's involvement with other organizations, such as the American Library Association and the New York State Association of Library Boards; Special Project files (1957-79) that concerning special programs, such as the county library film, "Books for All," (1959); and Publication Files (1952-85) regarding the editing, printing and distribution of the *NYLA Bulletin* and other publications. Correspondence (1952-64) and Advertisement Files (1962-69) comprise the bulk of these subseries. Lastly there are a number of miscellaneous subject files that relate to various administrative matters of the council, such as the appointment of an executive director (1981).

Ancillary materials in the NYLA records include most issues of the *NYLA News Letter* (1927-52) and the *NYLA Bulletin* (1953-86). It should be noted that the archives lacks many of the *Bulletin* issued between 1953-59. In addition, there are files containing an assortment of other NYLA publications. Lastly, there are files of photographs taken at the annual conferences (1974-85) and Library Day (1982-85).

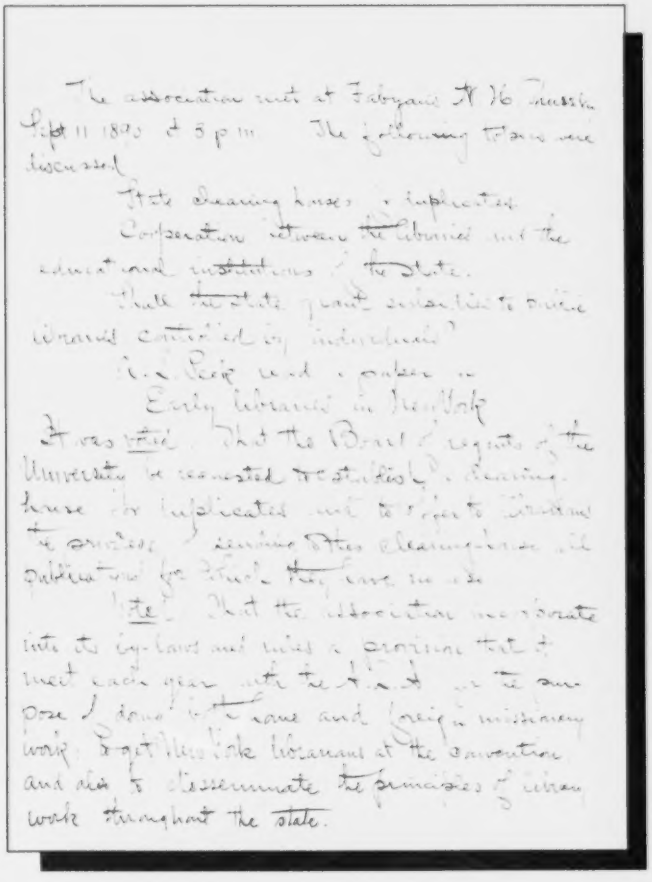
The NYLA Archives are an invaluable source of documents relating to the growth and development of library services and the librarian profession in the State of New York. These records will be a great resource for historians writing on these subjects. However, they will also be very useful for current policymakers and leaders within NYLA who would be interested in precedents for the policies they debate and enact.

The New York State Library is interested in receiving other materials about the history of NYLA as well as other library organizations in the State. Particular materials that are needed to fill lacunae of NYLA history include photographs of NYLA conferences and personalities prior to 1950 and audiotapes or videotapes from recent conferences. The State Library is also interested in having the personal papers of librarians that shed light on major issues of library

development in the State during the past century. Anyone interested in donating such materials to the State Library should contact James Corsaro, Associate Librarian, Manuscripts and Special Collections, New York State Library, Albany, New York. The Manuscripts and Special Collections is part of Reference Services and is located in the Cultural Education Center. The responsibilities of the section are to acquire, arrange, describe, catalog, preserve and provide research assistance for the manuscripts, rare books, maps, prints, broadsides, microfilm, musical scores and ephemera that illuminate the history of New York State from the 17th century to the present. Access to the manuscripts collections is by typed finding aids, a retrospective card catalog and automated access via RLIN and the State Library's online catalog, the Collection Management System. Researchers are encouraged to visit or write to Manuscripts and Special Collections for assistance in using the significant historical materials in the collections.



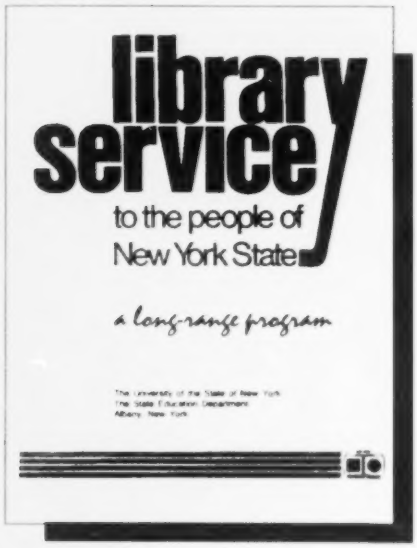
Minutes of the First Meeting of NYLA,
July 11, 1890



Minutes of first Meeting of NYLA with ALA,
September 11, 1890

SUMMARY AND EVALUATION OF THE NEW YORK STATE LSCA PROGRAM, FY 1989

LSCA PROGRAM MANAGEMENT



The FY 1989 report on the Federal Library Services and Construction Act appears on pages 125-144.

The chief responsibility for the LSCA program and its administration is assigned to the Division of Library Development. The Director of Library Development, the LSCA Program Officer and the Assistant Commissioner for Libraries meet with the 12-member LSCA Advisory Council, representative of public, school, academic, special and institution libraries, including libraries serving handicapped persons, as well as users.

The Advisory Council met in October, December, January and April to review and advise on the development of the FY 1990 plan, including the State long-range program and the Annual Program Statements, and on the evaluation and reporting for FY 1988.

On October 27, 1988, the Council met to discuss future program directions and program evaluation.

On December 6, 1988, the Council met to review the first drafts of the FY 1990 program documents. In addition to the long-range program and the Annual Program Statements, they approved a revision of Supplement 2, *Policy Guidelines on the Administration of LSCA Funds*. At this meeting the Council also evaluated the 17 Family Reading Grant Programs that were granted to help break the cycle of illiteracy. As a special feature, two project directors of Family Reading Grant Programs shared the accomplishments of their projects with the Council.

On January 30, 1989, the Council met to give final approval to the FY 1990 program documents and review the first draft of the narrative report for FY 1988.

On April 4, 1989, the Council reviewed and approved the final narrative report for FY 1988. The Regents recommendations for LSCA reauthorization and the administration proposal for replacing LSCA were discussed. In addition, suggestions for improving LSCA program evaluation strategies were discussed and a subcommittee was appointed to begin work toward drafting evaluation guidelines.

MEMBERS OF THE LIBRARY SERVICES AND CONSTRUCTION ACT ADVISORY COUNCIL 1988-89

Eleanor Carter, Cobleskill
Mildred Dotson, New York City
Mark D. Evans, Avon, *Vice Chairperson*
Malcolm K. Hill, Binghamton
C.K. Huang, Buffalo
Suzine Har Nicolescu, Brooklyn
Terry Schwartz, Patchogue, *Chairperson*
Larry E. Sullivan, Bronx
Albertha C. Thomas, Valhalla
Keith E. Washburn-Banks, Hamilton
Patricia Wolfe, Lowville

SUMMARY AND EVALUATION OF NEW YORK STATE LSCA PROGRAM, FY 1989

HIGHLIGHTS

- Of the $7.2 million[1] expended in LSCA Titles I, II and III funds for New York State, approximately $2.3 million (32 percent) was expended by the State Library for statewide services; $4.5 million (63 percent) was expended for grants; and $.4 million (5 percent) was expended for administration.
- Seven of eight LSCA supported limited English-speaking programs provided almost 27,000 hours of

[1]This figure includes FY 1988 carryover funds.

tutoring to limited English-speaking persons. The other program offered challenge grants to member libraries to purchase ESL materials. Twenty libraries participated and purchased more than 3,000 books, 117 audio cassettes, 12 software programs and 33 video tapes.

- A unique program was funded to provide advice, through libraries, to employers, housing providers and people with physical disabilities about legal requirements, design awareness and architectural solutions for adapting living and work spaces for people with physical disabilities.
- Nine invitational grants were made to enable all types of libraries in the State to continue conversion of bibliographic data to machine-readable forms, improving access to regional and statewide databases. Over 1.3 million records from public, academic, school and special libraries were converted and added to a variety of databases including OCLC, RLIN, MILCS and Brodart.
- School library system membership now includes 695 public school districts and 387 nonpublic schools. The 46 school library systems serve 2,379,470 public school students and 103,479 nonpublic pupils.
- The New York State Interlibrary Loan Network processed 83,621 requests. Microcomputers are being used to provide direct access to the Education Department's computer to reduce telecommunications cost and to speed interlibrary loan transactions.

INTRODUCTION AND RELATIONSHIP TO STANDARDS

The libraries of New York State are committed to meeting the information and cultural needs of a large and diverse public. The Federal Library Services and Construction Act and accompanying regulations establish requirements, specific purposes and priorities for the use of Federal funds. In New York State $5.2 million in LSCA Title I funds were matched by $36.5 million in State aid to libraries. In addition, the Legislature appropriated $35 million in other State aid for library services and $8 million for the operation of the State Library.

Library development in the State reflects the leadership shown by the Board of Regents, whose powers are provided for in the State Constitution. The Regents and The Commissioner of Education determine broad policy and standards for education in New York State. The Regents have adopted the following policy statement: "Every resident of New York State should enjoy timely and free access, through local libraries working within library systems, to a full range of informational resources and services provided without restriction of censorship or violation of privacy."

The more than 7,200 libraries in New York State are diverse — ranging from those the size of the Thousand Island Park Library serving 95 people and open 20 hours a week with a collection of 6,188 books, or a high school library serving 400 students, to the vast collections of research libraries such as the Columbia University Libraries and The New York Public Library. Each library, whether large or small, fulfills a specific role for its own user populations. Today, however, increasing costs, an information explosion and the rising expectations of users are such that no library can stand alone; resource sharing is fundamental to the operation of today's library. To assist this resource sharing, the Education Department and the library community have developed a system approach to library service. This encourages and helps libraries to work together in the development of coordinated networks to attain the goal of convenient free access. The library systems of New York State strengthen the services and enrich the resources of local libraries. They provide the structure within which continuing cooperation can take place.

The Federal Library Services and Construction Act requires each state to develop its own plan for meeting goals through means appropriate to its own situation and level of library service development. In New York State, library systems are the channel for distribution of Federal funds for programs to improve services. Each year, most of the Federal allotment to New York State under Titles I and III is disbursed in grants to the 22 public library systems, 9 reference and research library resources systems and State institutions for service projects intended to improve priority services. All of the Title II allotment is disbursed in grants to public libraries for construction and renovation of library facilities to improve service.

EXPENDITURES

Library Service to the People of New York State, 1988-93, outlined 10 program objectives and 63 specific tasks proposed to accomplish these objectives. The FY 1989 *Annual Program Statements* for Titles I and III described 18 projects and allocated funds for this program. This report described project accomplishments in relation to the program objectives. Summarized, the projects in the *Annual Program Statements* are:

Actual Expenditures

Title I Projects	State Funds	Federal Funds
1. State Aid for Improvement of Library Services	$36,500,475	$0
1A. Grants for Improvement of Library Service Through Systems	0	1,901,578
1B. Grants for Strengthening Major Urban Resource Libraries	0	642,067
2. Institution Library Service	0	53,500
2A. Grants for Institution Library Service	0	62,000
2B. State Funding for Operation of Institution Libraries	2,242,699	0
3. Service to the Blind and Physically Handicapped Persons	396,438	169,608
3A. Grants for Services to the Blind and Physically Handicapped Persons	739,200	120,998
4. Strengthening the State Library	4,741,922	777,435
4A. Strengthening Library Development	396,438	715,398
5. Administration	547,017	391,757
TOTAL	$45,564,189	$4,834,341[2]

Actual Expenditures

Title III Projects	State Funds	Federal Funds
1. Improved Interlibrary Loan and Data Base Operations	$689,968	$436,639
2. Serials Data Base Development	0	0
3. CONSER	0	140,426
4. Reference and Research Library System Program for Interlibrary Cooperation	3,002,387	0
5. Regional Bibliographic Database and Interlibrary Resources Sharing	1,625,000	813
6. School Library Systems	4,866,529	0
7. Grants for Interlibrary Cooperation	0	463,705
TOTAL	$10,183,884	$1,041,583[3]

[2]Includes FY 1988 carryover funds.
[3]Includes FY 1988 carryover funds.

The largest portion of the LSCA funds from Titles I, II and III was expended in grants to systems and to other State agencies for operation of programs. Grants totaled $4,486,360 or 63 percent of the FY 1989 LSCA funds. Statewide service projects administered by the Education Department included (Title I) 2, 3, 4 and 5 and (Title III) 1, 2 and 5. Expenditures for these totaled $2,293,819 or 32 percent of the available LSCA funds. Statewide services included library development, interlibrary loan support, database development, publications, conferences, provision of special consultants in such areas as institution library service, automation and library services to blind and handicapped persons. Administration costs totaled $391,757 (five percent of Titles I, II and III).

The LSCA Title II funds totaling $1,296,012 were all expended for grants. Grants were made for 25 projects, with matching funds from local sources totaling $3,773,203.

LSCA PROGRAM ASSESSMENT BY OBJECTIVE

Objective 1. Quality service for all persons in their local communities.

Task 1.a Provide to local libraries of all types information on the resources available to their users (current and potential) through library networking.

Accomplishments

Three types of library systems — public, reference and research and school — and the New York State Library provide information, materials and assistance to local libraries. The Division of Library Development served both systems and individual libraries in FY 1989 through more than 14,000 consulting tele-

phone calls, 263 consultant visits and 7 continuing education programs and conferences, with approximately 650 participants.

Information on resources is becoming computer-based but also is available through more traditional means. Seventy-six systems publish newsletters to inform member libraries and others of available services. Systems reported using cable TV, workshops, community agencies, TV announcements, radio programs, learning networks, posters and fliers to inform current and potential clients of resources.

- NYLINE, an electronic communication system supported by an LSCA grant, carried information about statewide library developments to public library systems, reference and research library resources systems, school library systems and central and cocentral public libraries — 510 messages were sent, to almost 7,600 locations from the New York State Library in 1989.
- Nine LSCA invitational grants were made to enable all types of libraries in nine regions to continue conversion of bibliographic data to machine-readable forms, improving access to regional and statewide databases.
- One LSCA grant to a reference and research library resources system provided for a collection management institute to assess the needs and capabilities of their libraries in terms of resource sharing with other libraries.
- An LSCA grant supported a continuing education calendar distributed to all library systems by paper and by NYLINE.
- Twelve Assistant Commissioner's Memoranda provided information about statewide library developments to public library systems, reference and research library resources systems, school library systems, regional networks and central and cocentral public libraries.
- Five issues of *The Bookmark*, published by the New York State Library, discussed current library issues in Bibliographic Instruction, Libraries Serving Youth, Outreach Services, Serving Business in an Information Economy and Libraries in the Tradition of Freedom of Expression. *The Bookmark* is distributed in quantity to all systems for system staff and trustees and is mailed directly to all libraries that are members of systems.
- The 1988 edition of *Public and Association Libraries Statistics* was compiled and issued, detailing resources of the State's public and association libraries and public library systems. Also published: *Institution Library Statistics*; *Fact Book*; *Directory of College and University Libraries*; *1988 Directory of Library Systems in New York State*.

Task 1.b Continue to seek legislation favorable to library development in the State.

Accomplishments

The Regents 1989 legislative proposal for libraries was not enacted into law. The proposal would have provided increased aid to Indian libraries, public libraries and library systems, academic libraries, hospital libraries and reference and research library resources systems. In addition, there would have been increased aid for special programs such as Coordinated Outreach Services, Regional Bibliographic Data Bases for Resource Sharing and Conservation and Preservation of Research Materials. Annual funding would have been provided for literacy programs and construction.

Task 1.c Provide materials and services designed to help functionally illiterate persons begin to use libraries.

Accomplishments

Thousands of adults and young adults who lack functional reading skills were served through LSCA-funded library literacy education projects coordinated by public library systems in 1989. LSCA funding in the amount of $286,295 supported 15 library literacy projects that provided materials, space for tutoring, publicity and tutor training and recruitment services. In addition, several adult independent learner and outreach LSCA projects have literacy components. Most of the literacy projects were operated in conjunction with local Literacy Volunteers of New York State and Laubach Literacy community-based affiliates. In addition, at least four of the literacy projects have become active in local and regional literacy coalitions composed of representatives from libraries, adult basic education programs, literacy volunteer groups, colleges, public television stations, correctional institutions, governmental agencies, businesses and community groups.

Thirteen of the 15 projects provide support for tutoring services for students in public library sites. In 1989, 4,327 students were tutored for a total of 151,529 hours. If volunteers were paid $8.00 an hour, the tutoring services provided would have cost a total of $1,212,232.

The Chautauqua-Cattaraugus Library System's Literacy Volunteer program is located at four sites, reflecting the need in such a rural area. More than 170 people were provided with 4,161 hours of tutoring.

Clinton-Essex-Franklin continued to support the activities of five LVA affiliates in its service area by adding "Learn to Read," a 30-part video literacy program to its collection.

The Mid-York Library System recruited 223 students with 22,300 hours of tutoring. One student who was

particularly successful had suffered a stroke and was unable to read. With patient tutoring, she is now able to read menus and go shopping.

The Buffalo and Erie County Public Library cooperated with the Local LVA affiliate. Helen Lyman spoke to 40 librarians on the topic of "Planning Library Literacy Services."

Finger Lakes Library System continued a literacy project that coordinates literacy activities in the region. A workshop on organizing volunteers was held as a part of that project.

The Queens Borough Public Library sponsored transitional classes for 83 persons to ready them for attendance in regular ABE classes.

Other systems, such as the Mohawk Valley Library Association and Suffolk Cooperative Library System, used LSCA funds to hire coordinators or consultants to manage broad-based community literacy projects. Suffolk served 689 students with 20,670 hours of tutoring in FY 1989. Westchester Library System used LSCA funds to contract for literacy services with their LVA affiliate. The Westchester Literacy Volunteer Program is one of the largest in the country, with more than 1,000 students tutored for over 37,306 hours.

Nioga Library System served 434 adult learners by providing 45,136 hours of tutoring. That system continued using microcomputers as learning tools and used videotapes to train tutors. Over 200 books were purchased as a part of this project.

The Onondaga County Public Library published and distributed 600 copies of a directory of local literacy providers.

Upper Hudson Library System recruited 120 adult learners who were tutored for 4,800 hours.

Nassau Library System supported its local LVA affiliate by paying for its printing and office supplies and purchasing books for the use of the students.

The New York Public Library served more than 150 people with its literacy program in 1989. This project helped literacy students publish two journals of their own writings.

The Mid-Hudson Library System's literacy project served 418 persons with 12,643 hours of tutoring.

Task 1.d Provide materials and services to disadvantaged persons.

Accomplishments

The State Coordinated Outreach Program identified over 2 million persons in New York as culturally isolated and 3 million as educationally disadvantaged. LSCA grants have supplemented the services provided through the Coordinated Outreach Program. In addition to the special services and programs aimed at disadvantaged persons, users took advantage of such services as consumer information, educational counseling, homework reference services, literacy tutoring, assistance in career and job searching, resume writing and Civil Service test tutorials through workshops, materials and information and referral services.

System outreach activities resulted in creative, useful programs designed to attract disadvantaged persons to the library. Examples of these activities are:

- Buffalo and Erie County's Project LEAP offered 1,027 hours of special programs to 18,531 people as well as specialized services to urban populations. A special program brought Amiri Baraka (formerly Leroi Jones) to an inner-city branch.
- Upper Hudson's Outreach Services project serves the institutionalized, minority groups, unemployed and undereducated. Almost 2,300 people attended 499 hours of special programming. Nearly 6,000 volumes were added to the system's book collection. This project also supported ten workshops entitled "Cross Cultural Awareness and Understanding in a Multi-cultural Environment" at two urban member libraries.
- The New York Public Library's Special Services Project offered 1,814 hours of special programs to 36,668 people. With the growing number of homeless people in New York City, the library provided in-service training workshops for staff on how to deal with this population.

It is interesting and somewhat disturbing to note that each of these three projects, which are so closely tied to activities funded by State Coordinated Outreach aid, offered fewer hours of special programming in FY 1989. It may be reasonably assumed that this correlates directly to the lack of increased State aid over the past three years.

Task 1.e Encourage libraries to seek out and serve minority persons.

Accomplishments

The 1980 census identified 4.7 million persons in minority groups in New York State. Data collected by the public library systems as part of the Coordinated Outreach Program show LSCA projects in New York State serve minority groups through "umbrella" services and special targeted programs. These services develop central resources to serve multiple needs. The Hamilton Hill Library project serves a minority community in Schenectady (Mohawk Valley Library Association — $15,000). Ninety-one special programs held for the black and Hispanic residents of Hamilton Hill attracted 1,400 people to the library. More than 2,500 people were served by the Hamilton Hill project. Staff took library brochures door-to-door to increase the library's visibility in this urban neighborhood.

Sixty-two LSCA "umbrella" projects for children,

adult learners, unemployed persons, people with physical handicaps, educationally and culturally disadvantaged persons and institutionalized persons, serve minority people within such groups. In addition to convenient locations designed to encourage use of services and programs, easy access is provided by vans and bookmobiles. All library systems with sizable minority groups report heavy use of outreach services and extensive community networking.

Task 1.f Strengthen services to persons with limited English-speaking ability by continuing to identify such users (and potential users) and providing programs and resources, including nonprint materials, for their use.

Accomplishments

State aid for the Coordinated Outreach Program provides $42,000 plus ten cents per capita for each of the 22 public library systems based on a plan for outreach services to designated groups. These plans identified over 3.2 million persons with limited English-speaking abilities. Funds have been used to provide bilingual training for staff in city branches where foreign born groups are concentrated; to expand foreign language material collections; and to work with various community groups to provide English instruction for speakers of other languages.

Eight LSCA grants were made to public library systems to acquire materials to provide services to people for whom English is a second language and to offer instruction to this segment of the community. The heavy use reported of these programs indicates how vital this service is to the community.

Non-English speaking residents of the rural Chautauqua-Cattaraugus Library System area received more than 2,000 hours of tutoring as a part of an LSCA project.

Mid-York Library System had 76 active students in their English-as-a-Second-Language program as of September 30, 1989. These students were provided approximately 7,600 hours of tutoring during the year.

Nassau County is a haven for new immigrants. The Nassau Library System served 209 students through classroom instruction at three member libraries.

The New York Public Library served nearly 2,500 students by providing English classes in 16 branch libraries. Three branch libraries held Saturday and summer classes to help meet the demand for this service.

Onondaga County Public Library held conversational English classes with simultaneous story hours for children. This novel approach attracted more than 1,700 persons. Programs were held at four sites. The library estimates that each adult and child borrowed five items during the project year. Participants were urged to attend formal ESL training provided by local school districts.

Although Suffolk Cooperative Library System has trained 273 students in tutoring and small group sessions, there is currently a waiting list of 250 people. Over 350 people have contacted this program for information. Two member libraries offered writing workshops. Almost 8,200 instructional hours have been provided this year.

Upper Hudson Library System provided 3,156 hours of tutoring to 273 students and circulated almost 2,200 items.

Westchester Library System supported local ESL efforts by providing 20 member libraries with books and other materials designed to teach English to speakers of other languages.

Three LSCA outreach projects that also serve bilingual needs were LEAP (Buffalo and Erie County Public Library); SPECIAL SERVICES (The New York Public Library); and OUTREACH (Upper Hudson Library System). Through LEAP and its RAM van, the Buffalo and Erie County Public Library offered 1,027 hours of programming to 18,531 people. The New York Public Library provided a Spanish/English Directory of Community Services with supplements based on contacts with over 1,200 agencies. Upper Hudson Library System provides ESL programs and literacy tutoring in libraries and local jails.

Task 1.g Encourage libraries in providing and adapting services for elderly populations.

Accomplishments

The State Coordinated Outreach Program has identified more than 2.5 million older adults in New York State. Four LSCA-funded projects were targeted specifically for older adults and supplemented the services provided through the Coordinated Outreach Program. In addition, two long-term radio reading projects (Chautauqua-Cattaraugus Library System and Ramapo-Catskill Library System) served more than 800 people, most of whom were elderly. A new Pioneer Library System project allowed more than 300 people to access their local radio reading service.

- Each week a staff member visited the homes of 37 elderly people in Canton as a part of the North Country Library System project. Almost 50 large print titles were also purchased for the project.
- Southern Adirondack used its funds to sponsor 35 programs in 12 nursing homes. More than 1,400 people attended programs that included an historian and a variety of musicians.
- Nassau Library System continued its tremendously successful Lively Minds project. More than 500 people attended a series of programs focused on

learning. Sessions were planned to stimulate discussion and encourage the use of the mind. Project staff has answered inquiries from across the country and replication has been virtually assured.

- Ramapo Catskill Library System contacted 800 older adults at congregate meal sites with information about the libraries in their service area.

Task 1.h Encourage libraries to develop and improve services to children and parents and to cooperate with community organizations, day-care centers, schools and other agencies in extending such services.

Accomplishments

In FY 1988 the successful LSCA-funded Family Reading Program helped 17 public library systems fight illiteracy by developing local and regional projects that provided services to entire families promoting reading activities and library use. In FY 1989, six public library systems were funded for follow-up or new Family Reading Programs. In addition, two related projects were funded — one that provided parent education for pregnant teens, the other, preschool enrichment for at-risk children and their parents.
Most of these projects were funded in a range of $10,000 to $50,000. These programs served more than 51,000 users. The sponsoring libraries and systems offered 659 hours of special programming with an attendance of 24,066 children and adults. The over 10,000 library materials that were purchased were circulated over 24,000 times. Based on local needs and resources, each of the approved projects took its own approach to the family literacy problem.

- Clinton-Essex-Franklin Library System's Family Reading Program worked with the local PBS affiliate, literacy organizations and the NYS "Parents as Reading Partners" Program, to hold year-long reading activities for parents and children. The library system sponsored a training program for member librarians and purchased program-related materials for participating sites.
- Four County Library System's Partner Preschool and Family Reading Program recruited new borrowers and participating libraries offered workshops, facilitators and library materials related to literacy and the developmental needs of young children. Topics included: children's literature, self-esteem, anatomy, handling stress, discipline and improving study skills.
- Mohawk Valley Library Association's Library Family Centers — Phase II provided for five multimedia resource centers in the four MVLA counties that were stocked with books, videos, audio cassettes, read-along books and educational toys related to the reading needs of teens and teen parents and the health professionals who work with them.
- Nassau Library System's "Babywise" Family Reading Grant had staff working with 25 social service agencies that deal with at-risk families to conduct 13 programs and distribute library materials to 295 families. Over 1,100 at-risk families received "Welcome Baby" packets and an additional 3,500 families were given brochures or baby bookmarks.
- Queens Borough Public Library's Parent-Child Workshop and Read-Aloud Project extended the in-library workshops to 30 outreach sites at family-service community organizations. Reading aloud was stressed, along with demonstrations of cultural and educational alternatives to television for families with literacy needs or studying English as a second language.
- Southern Adirondack Library System's Family Reading Program had five rural libraries receiving matching funds to sponsor activity/reading programs for parents and children. The system organized the publicity, contacted community and social service agencies, helped with purchase of library materials and sponsored workshops on programming and collection development.

Other parent/child-related programs included:

- Brooklyn Public Library's project, A Child's Place, building on the 1989 theme of "The Year of the Young Reader," continued to provide children and parents with books, crafts, fingerplays and other reading readiness activities. The varied ethnic backgrounds of the participating families were incorporated into programs using folklore and other culturally related materials and activities.
- Pioneer Library System's Parenting Information for Better Beginnings provided economically and educationally disadvantaged teen parents with library materials and programs related to identified information needs including: prenatal health, dealing with divorce, foster families, handicapped children and adoption.

Task 1.i Increase efforts to reach potential users through effective public relations, library outreach and cooperation with community organizations.

Accomplishments

Each of the more than 50 AIL/JIC, literacy and other outreach projects funded by LSCA reported new users who were not previously aware of available library services or who were unable to use conventional materials and programs.
Two new LSCA grants, totaling $30,200, were aimed at attracting young adults as users of libraries.

- The Chemung-Southern Tier "Back to the Library" project attracted more than 1,230 preteens with 59 hours of special programs. The programs included such activities as storytelling, computer workshops, free-style biking, calligraphy, guitar lessons and cooking.
- Finger Lakes Library System focused their project on training staff to work with 11- to 14-year-olds. Libraries were encouraged to use teens as volunteers. More than 1,350 volumes were purchased to attract nearly 350 youngsters to the library.

Task 1.j Review outreach needs and services as a part of the comprehensive study of library systems and services; revise definitions and programs as needed.

Accomplishments

It was the decision of the statewide systems study advisory committee that an assessment of user needs was beyond the scope of the systems study. The final report of the study included a review of the quantities and costs of outreach services. The consultant recommended the continuation of categorical aid for such services and a detailed examination of these services, particularly with regard to the cost per person served.

Objective 2. Improvement of library systems, their resource libraries, and further development of intersystem cooperation making it possible for libraries of all types to serve their users more completely, efficiently, and effectively.

Task 2.a Complete a comprehensive study of library services and systems as a basis for planning for library services in the 1990s.

Accomplishments

During fall 1988, 400 librarians and trustees from systems and libraries attended a series of nine meetings held around the State to review a summary of preliminary findings and recommendations. The consultant reviewed the results of the study in the light of field response and discussed them with the Division of Library Development and the Systems Study Advisory Committee. After several drafts, the final report was submitted in spring 1989. Both the 500-page report and its 41-page summary were printed and distributed by the end of July, as planning began for a series of meetings for October and November to obtain response to the report from library and system personnel. The report contains 83 recommendations regarding systems' missions and services, governance, funding and measurement; intersystem relationships and cooperation; and the role of the State. Many of the recommendations are directed to the staffs and boards of the systems themselves, while some would require State action. The period between August 1989 and March 1990 will be dedicated to developing a greater understanding of the report and building consensus on key recommendations.

Task 2.b Encourage cooperative programs that enable systems to provide needed resources and services to member libraries.

Accomplishments

State aid supported public library systems, reference and research library resources systems and school library systems emphasizing cooperative programs and resource sharing. Programs that illustrate shared resources and provide improved services are:

- Twenty-two grants totaling $6.3 million to public library systems for the further development of 26 central and cocentral libraries.
- Twenty-two grants to public library systems to improve outreach services to persons who are educationally disadvantaged, are members of ethnic or minority groups in need of special library services, are unemployed and in need of job placement assistance, live in areas underserved by a library, are blind, physically handicapped, aged or confined in institutions. Each system received a base grant of $42,000 plus ten cents per capita for the population of its service area, a statewide total of $2.7 million.
- $175,000 in grants to public library systems for library service to inmates of county jails and $465,000 for service to inmates of State correctional facilities.
- $247,676 State aid to two libraries on Indian reservations to provide local service and to enable them to join public library systems.
- State aid to the nine reference and research library resources systems was $230,000 per system plus $1.15 per square mile and five cents per capita, a total of $3 million statewide.
- A State aid program of $1.3 million for improved library service in hospitals was administered by these systems.
- One hundred seventy-seven (177) grants amounting to $1,339,795 to academic libraries for coordinated collection development were also processed and recommended for approval by these systems.
- NYSILL/RML Library Service Coupons for interlibrary loan among medical libraries were distributed by the State Library, and the use of the coupons was monitored by the reference and research library resources systems.

- One reference and research library resources system held a two-day workshop on collection development. The goals of this institute, attended by 110 librarians from 60 institutions, included long-range planning and applying assessment information to planning for cooperative collection development.

Task 2.c Seek additional State funds for support of library systems, for strengthening the research collections of the major research libraries participating as resource libraries in the NYSILL program and for conservation of library research materials.

Accomplishments

As a result of enactment of Regents 1986 legislative proposals, $53.4 million was appropriated for public library systems, including $5.6 million for The New York Public Research Libraries and $6.3 million for central libraries. An additional $3 million was appropriated for reference and research library resources systems and $252,035 for reimbursement to NYSILL resource libraries for interlibrary loan transactions. In addition, each of the major academic research libraries received grants from a $1,339,795 collection development program by agreeing to participate in interlibrary loan and in planning regional collection development programs.

State funds for conservation of library materials continued at the level of $1,840,000. A $141,338 grant from the Office of Preservation of the National Endowment for the Humanities was received for expanding technical assistance to grant applicants and recipients and initiating education and outreach efforts. The NEH grant ends in April 1990.

Task 2.d Conduct a systematic review of public library system and reference and research library system plans of service to examine current practices, update when appropriate and suggest options for the future.

Accomplishments

The Suffolk library system plan of service is being revised.

Task 2.e Cooperate with public library systems, library educators and other appropriate groups to assess continuing education needs and carry out recommendations of the Statewide Continuing Education Advisory Committee.

Accomplishments

The Statewide Continuing Library Education Committee, formed to address continuing education priorities, formulate action plans and to advise the State Librarian, continues to address issues as they arise. The Committee, through the Continuing Library Education Consultant, provides liaison to the New York Library Association Continuing Education Committee, which develops and arranges the CE activities at the Annual NYLA Conference.

The Resources Person Referral File, a file of quality resource persons available to aid library systems in continuing education activities, has expanded to include speakers who specialize in school library system topics.

The Consultant monitors CE workshops throughout the State and helps in developing workshops where a need is perceived. The New York State Library offered the following continuing education workshops: Business in New York State, November 30, 1988; Stress in the Workplace, January 31, 1989; Business in New York State, February 15, 1989; Foundation Funding in New York State, April 27, 1989; Dealing with Difficult People, May 10, 1989; Meet the Grant Makers, May 25, 1989; Agriculture and The Dairy Industry in New York State, June 8, 1989.

The Chemung-Southern Tier Library System through an LSCA grant, produces a monthly calendar, *SPECTRUM*, which provides convenient and timely notice of continuing education events for library staff members in upstate New York. *SPECTRUM* has a readership of 3,750. This calendar continues to be available by electronic mail through the use of ALANET and the New York Libraries affiliate NYLINE. A comprehensive survey and evaluation of *SPECTRUM's* effectiveness was undertaken in the last six months of the 1988-89 project. The librarians and library staff who responded indicated that *SPECTRUM* is an effective, important and desired medium for awareness of library continuing education.

Task 2.f Strengthen major urban resource libraries as Federal funds become available.

Accomplishments

The seven Major Urban Resource Libraries (MURLS) participating in the $642,067 program were: Brooklyn Public Library, Buffalo and Erie County Public Library, The New York Public Library, Onondaga County Public Library, Queens Borough Public Library, Rochester Public Library and Yonkers Public Library.

- Brooklyn Public Library purchased 48,277 items for reference collections in the library's nine major divisions and 205 video tapes.
- Buffalo and Erie County Public Library purchased 1,107 books in such areas as music, criticism, science, technology and business, and 232 compact discs were purchased.
- The New York Public Library purchased 4,064 items and entered 2,781 into the MILCS online database to enhance the in-depth subject collec-

tions and foreign language collections at the Central Library for The Branch Library System.

- Onondaga County Public Library added 895 volumes on electronics, sales management, maps, directories, scores and libretti and 63 classical music compact discs.
- Queens Borough Public Library purchased 7,681 items in the areas of music, Chinese language, arts, social sciences, science and technology.
- Rochester Public Library purchased 700 items to augment collections of the history, science, literature, art, education, business and audiovisual divisions of the central library.
- Yonkers strengthened references services by purchasing books and subscription indices in the fields of business, technology, finance and economics.

State aid through Education Law and the Executive budget provided $863,000 for the Schomburg Center for Research in Black Culture, which is part of The Research Libraries of The New York Public Library. Funds were used for specialized staff and materials to further strengthen this unique statewide resource.

Task 2.g Redesign the NYSILL program through expanded point-to-point interlibrary loan access and further extend remote use of the State Library's online catalog.

Accomplishments

Recommendations made in the January 1986 report on the Redesign of Interlibrary Loan in New York State by Ringgold Management Systems, Inc. will be reviewed against those in the study of Library Systems in New York State by King Research, Inc. before structural changes are made in the NYSILL system. The King Study was completed in spring 1989.

Database and telecommunications recommendations made in the May 1987 *Libraries & Technology* report will affect interlibrary loan and network development. The State Library continues to search NYSILL requests through RLIN via its search-only terminal. Six of the NYSILL referral libraries are RLIN members. The University Microfilms Article Clearing House, Ann Arbor, Michigan, continued as an additional NYSILL referral site for materials not available through the NYSILL Network.

This year work continued to allow NYSILL micro software to run on an increasing variety of IBM and IBM compatible equipment. Planning was initiated to change the NYSILL Telecommunications Network to a dial-up network using 800 numbers from a polled network.

Task 2.h Cooperate with OCLC, RLIN and UTLAS; and make recommendations for future network development.

Accomplishments

The Mid-York Library System administered a pilot project in which the system used Technology Network Ties (TNT) to see if this developing network could reduce communications costs for processing and resource sharing purposes. Funding was specifically provided to purchase the equipment necessary to allow Mid-York to communicate with the TNT network. This pilot project may form the basis for ultimately integrating the 22 public library systems into TNT for electronic mail and internal data communications needs.

The statewide automation plan, issued as *Technology & Access: The Electronic Doorway Library*, will guide the Division of Library Development in setting priorities for the use of Title III grants for access projects. It is anticipated that access project activity will increase as the retrospective conversion activity diminishes. Regional Data Bases program statistics are beginning to show a shift from retrospective conversion projects to projects that improve or expand access to the resources in those databases. They include projects such as OCLC Group Access and Data Research Associate's DRA integrated library system.

Task 2.i Assist in the further development of quality library services through updating of standards for library service; articulation of public, academic and school library service; and improved reporting on library services.

Accomplishments

In an attempt to provide quality library service in all parts of the State, the Regents plan to update regulations and seek additional aid to assure equity of access to library services. Five recommendations requiring accountability, but not requiring significant out-of-pocket expense were endorsed by the Regents in January 1989. These would require a library to have bylaws, a plan of service, written policies, an annual budget, and to make available printed information about hours, borrowing policies and the library telephone number and address. Four additional standards would provide access for the disabled, connections with automated services and provide restrooms, photocopiers and telephones. Current minimum standards for public libraries have not been revised since 1950.

Objective 3. Improved service to disabled persons.

Task 3.a Encourage use of regional library services to blind and visually handicapped persons.

Accomplishments

The New York State Library and The New York Pub-

lic Library provide services to almost 46,000 blind and physically handicapped persons throughout New York State. The 22 public library systems cooperate with the regional libraries to make their services available to all citizens of the State eligible for these services.

Task 3.b Strengthen lines of communication between the regional libraries and other libraries, agencies and patrons, and encourage libraries to cooperate with other organizations to extend and improve services to disabled persons.

Accomplishments

The New York State Library for the Blind and Visually Handicapped, one of 56 regional libraries in the nation, provides books in special media, appropriate playback equipment and other library services to visually and physically handicapped persons. During 1988-89, the Library for the Blind and Visually Handicapped circulated 585,460 items to 22,948 individuals at home and in 1,875 institutions. The library was assisted in providing services by an expanding statewide program of 5,000 volunteers.

Other services provided by the New York State Library included:

- A quarterly newsletter (in Braille and large-print editions) sent to more than 16,000 readers, libraries and other agencies.
- Eight thousand three hundred and thirty-nine (8,339) inquiries and service requests received on a toll-free recording device, 2,728 calls made to a talking terminal providing current information and the LBVH newsletter to readers statewide over a toll-free telephone line.

Specialized services provided to 801 public and private schools included consultation to establish service for the visually impaired, arranging for special needs, immediate response to school and student requests and a newly formatted newsletter.

The assignment of playback equipment and inventory accountability is a major responsibility of the State Library as the Machine Lending Agency. Assisting with these activities are 20 Machine Sublending Agencies (SLAs). In addition to field visits to SLAs, a quarterly newsletter was sent that aids in instructing SLAs in procedures and policies to improve local talking book service.

Services provided by The New York Public Library included:

- taping of books for loan;
- 10,000 copies of each of two newsletters in large print and Braille; and
- more than 180 visits to patrons who were experiencing difficulty using the equipment.

With the encouragement of the Regents, the Legislature authorized $17 million to renovate part of a building to provide 48,000 square feet with specially equipped public areas for the patrons and adequate space for staff and collections. The space, at 40 West 20th Street, is currently being renovated. When completed, the Library will occupy 50,000 square feet on five floors.

In addition to the services from libraries for the blind, three public library systems offered radio reading programs as a result of Title I grants: Chautauqua-Cattaraugus ($27,000); Pioneer Library System ($25,500); and Ramapo Catskill ($25,643). These three programs reached 1,125 households with local news and special programming.

Task 3.c Maintain a full range of services and a strong collection of special media materials for blind and visually handicapped persons.

Accomplishments

A collection of 536,041 special media items was maintained by the New York State Library for the Blind and Visually Handicapped (LBVH). A collection of 426,475 was maintained by The New York Public Library for the Blind and Physically Handicapped (excluding collections at two subregional libraries, the Nassau Library System and the Suffolk County Cooperative Library System).

Telephone interviews with more than 300 readers of the New York State LBVH clarified subject interests and reading tastes. A mass mailing of large print letters to 16,000 readers resulted in improved inventory of playback equipment. A newly refurbished LBVH service center in the New York State Library afforded readers increased access to the research collection.

Task 3.d Cooperate with agencies that serve hearing-impaired persons to provide to library systems information about deafness and its implications, along with resource materials to help meet the library information needs of persons with hearing impairment.

Accomplishments

The following systems were funded by LSCA grants for the purposes indicated to help meet the library information needs of persons with hearing impairment and those with other disabilities.

The Four County Library System purchased an individual amplification system to be used at meetings to help those with hearing impairments participate more fully in meetings and discussions. It is being loaned to member libraries for the use of their patrons. It will be an invaluable tool.

The Mid-York Library System also purchased a sound

enhancement system in addition to installing a Telecommunications Device for the Deaf (TDD) and a toll-free line at the system headquarters. This will make service freely accessible to all residents of the three-county service area. The system has an automatic answering feature that allows a caller to leave a message when there is no staff present to answer a call, thereby providing 24-hour service.

The Buffalo and Erie County Public Library purchased a variety of pieces of equipment to help disabled persons better use the resources of the library. A braille embosser, a reading machine and a word processor that talks to its users have been purchased and their use promoted.

The Nioga Library System purchased a Telecommunications Device for the Deaf (TDD) to be placed in the system's central library. They also acquired sign language materials for all member libraries and the two State correctional facilities in their region. An annotated bibliography has been prepared on materials relating to hearing impairment and made available throughout the system.

The Chemung-Southern Tier Library System conducted a project to provide design awareness and advice, through libraries, to employers, housing providers and people with physical disabilities as to legal requirements and architectural solutions for adapting living and work spaces for people with physical disabilities. To this end two major conferences were conducted and a number of information dissemination activities for the general public, disabled persons, those serving disabled persons and library trustees were held.

In addition, the State Library cooperates with St. Mary's School for the Deaf in Buffalo to make information and technical assistance available to librarians.

Objective 4. Improved service to adult learners and others who use or could use the library as a resource for general, cultural or vocational education.

Task 4.a Provide technical and consultant services to public libraries, emphasizing staff development and continuing library education directed at improving adult services and reaching additional users.

Accomplishments

The continuing library education consultant assisted library systems in the planning, securing of resource persons and execution of continuing education activities through on-site visits and telephone consultation. Workshops listed under Objective 2 — Task e. were a major thrust of the consultants's activities.

Task 4.b Identify and secure additional sources of funding to assist local libraries to improve and increase services to adult learners.

Accomplishments

Systems sought and obtained small grants from local agencies and conducted local fundraising events to supplement and strengthen their adult learner programs. Several systems have received grants from the Gannett Publishing Foundation to support literacy services. Clinton-Essex-Franklin Library System has been particularly aggressive in obtaining funds from both the National Endowment for the Humanities and the New York State Council on the Arts to provide programs and educational opportunities for adults.

Task 4.c Encourage cooperation among libraries and other cultural and educational institutions and community-based organizations.

Accomplishments

Many of the activities funded through LSCA require close cooperation among libraries and other cultural and educational institutions and community-based organizations. One prime example of such networking is the Adult Independent Learner/Job Information Center Program. Seventeen systems received LSCA Title I grants totaling $606,919 to provide job, career and education information and advisory services to 388,523 clients in their local communities.

Libraries in New York State that offer adult learning and job information services forge solid links with both traditional and nontraditional local, regional and statewide educational institutions to provide information to assist adults in continuing their education. LSCA funds have promoted and expanded networking between local libraries and such education institutions as local adult basic education programs; Education Opportunity Centers; two- and four-year colleges; and nontraditional statewide programs such as Regents College Degree and Empire State College. Librarians collect, store and dispense information to clients and to other agencies about available adult education opportunities through printed directories like the newly revised Westchester Library System's *Adult Education Directory* or through online databases such as Nassau Library System's "Education Hotline" or "Learning Connection Hotline." Libraries also provide difficult to locate information for job seekers, such as Buffalo's *Directory of Job Service Providers*, a central list of agencies providing employment assistance services.

In addition to strengthening library materials collections, LSCA Title I monies provide services such as individual career counseling and resume advisement; programs on the job search and career and employ-

ment opportunities; job clubs; programs to assist clients in starting small or home-based businesses; access to computerized guidance systems such as the System of Interactive Guidance and Information (SIGI) Plus, DISCOVER and the Guidance Information System (GIS); and employment-related information and referral systems such as JOB LINK, a computerized database that lists local job openings in Nassau County.

Several projects added relevant videotapes and microcomputer software for job hunters and career changers to their collections. Some 125,000 residents of the rural Mid-York Library System area viewed public access cable TV programs provided by the system's Adult Learning Opportunities Program supported by LSCA Title I monies.

The New York Public Library had 2,400 people use micros to prepare resumes and explore their interests at locations in the Bronx, Manhattan and Central Harlem.

Several of the projects, including those at The New York Public Library, the Westchester Library System, the Southern Adirondack Library System and the Mid-Hudson Library System, employ librarians or counselors who provide individual learners advisory services and assist clients to obtain their degrees or learn new skills. The Nassau Library System employs eight counselors to provide 64 hours a week of individual counseling in eight libraries. One thousand and thirty-four clients received two to three sessions of counseling each during the project period. Some 8,243 people received one-on-one counseling at 11 of the 17 projects. In addition to promoting local lifelong learning opportunities, several project libraries have offered their own continuing education programs for adults. The Nassau Library System continues to offer a series of "Independent Scholars Roundtables" in two local libraries that has drawn national attention. Over 70 hours of Independent Scholar programs were attended by 265 scholars.

In addition to their work with educational institutions, project librarians also create and maintain strong links with local government agencies, service groups and community-based organizations working with unemployed and underemployed persons. Librarians often are members of, or even lead, community-wide economic development and employment committees, such as the local task forces in the poverty-stricken city of Hudson in the Mid-Hudson Library System, which planned and offered job search workshops in the library for people laid off when a local match company closed. Such community-wide committees are composed of representatives from Private Industry Councils, Job Training and Partnership Act agencies, health and social welfare services, voluntary action centers, chambers of commerce, employment centers and agencies, senior service groups, cooperative extension services, displaced homemakers, community centers, unions and professional education and counseling associations. The librarian from the Buffalo and Erie County Public Library continues to play a leadership role in the library-initiated Western New York Employment Professionals Network, where librarians, counselors and other providers of services to the unemployed and underemployed can share information, cross-training, and avoid duplication of services. The librarian from the Rochester Public Library in the Pioneer Library System is an active member of the Rochester Area Career Education Resource Group and has gotten many referrals from other agencies, pointing to the library's uniqueness in the community. The project director from the Nassau Library System serves on the Board of Directors of the County Health and Welfare Council and is a key player in the development of a countywide information and referral database. Project staff use these cooperative links not only to collect up-to-date information about employment and retraining opportunities but to inform other groups about the library's services and to encourage agency representatives to use the resources, to refer clients to the library and to cooperate in service delivery.

Several library systems offer employment services to special target groups. The Brooklyn Public Library conducted 85 class visits and tours for 1,832 people from agencies and groups like the New York Association for New Americans, Vanguard Urban Improvement Association, Hope Program for the Homeless and the City Volunteer Corporation. The Clinton-Essex-Franklin Library System conducted over 43 hours of programming related to job-seeking skills for nearly 630 inmates at seven correctional facilities. Each facility was visited every six to eight weeks. The Brooklyn Public Library provides a Job Search Club for women that had 1,250 participants, a 35 percent increase over last year. Another 560 people with special needs received education and job help with adaptable equipment such as the Kurzweil, the Copeland Color Reader and the Visualtek. Three libraries in the North Country Library System provide job and career advisement, workshops and information to blue collar workers in geographically isolated, rural communities with high unemployment rates. The Crandall Library in Glens Falls (Southern Adirondack Library System) targeted people interested in starting a small business in 1989 and offered two day-long "Small Business Start-Up and Survival Seminars" attended by a total of 140 people. The Suffolk Cooperative Library System, which served 8,100 people from 90 villages with a $49,995 grant, provided counseling and developed extensive collections on relocation and out-of-state information to respond to requests from people recently laid off due to cut backs in the defense

industry. The Queens Borough Public Library specifically assigned a counselor to targeted underserved communities for this project year. Presentations and workshops were conducted for groups like the National Council of Negro Women and the Laurelton Club of the National Association of Negro Business and Professional Women's Club. Ninety workshops on resume writing, job search skills and interviewing attended by 541 people were held in the main library and 56 branches. Of those branches, 11 are targeted to underserved communities. Overall, 19,516 people attended 2,219 hours of group workshops and special programs sponsored by 14 of the 17 projects.

Task 4.d Seek State support to institutionalize and expand the EIC program.

Accomplishments

There are seven State-supported Education Information Centers operating in New York. LSCA funds have been used to strengthen, expand, or supplement the basic support of these centers. In 1989, the Nassau Library System strengthened their EIC with a $67,670 grant that enabled them to provide ongoing reference and special needs services to 6,484 persons. New materials on the subjects of education, career and job information were acquired, education online databases were developed, a satellite center was started and a publication *Job Seekers Survival Kits* was translated into Spanish. LSCA funds also supported the individual counseling sessions at the EIC. Brooklyn Public Library used LSCA funds to purchase over 1,000 books to serve 152,485 persons through its EIC. In addition to LSCA funds and dedicated EIC State monies, State aid from the Coordinated Outreach Program and from special legislative grants support these important services.

Task 4.e Seek State aid funds to expand public library services that assist adults to increase their literacy skills.

Accomplishments

In April 1986, State aid legislation was passed that authorized $400,000 for discretionary Adult Literacy Services grants to public libraries. In order to be eligible for these grants, libraries were required to cooperate with schools, colleges, volunteer programs and/or community-based organizations offering literacy services. Projects began October 1, 1986. Forty-nine projects were funded and ranged in software, microcomputers, video equipment and publicity prices. Although these grants were relatively small, they allowed individual libraries to provide some of the "extra" that wouldn't have ordinarily been possible. Unfortunately, no funds were allocated for this program in the 1989-90 State budget year.

Objective 5. Development of library service to residents of institutions.

Task 5.a Provide staff assistance and consultant service for the planning and development of institution library programs, emphasizing basic support from the agencies that administer the institutions and backup services from the agencies and library systems.

Accomplishments

LSCA funds provide two types of services to institutions. A consultant aids institution administrators, librarians and others through consultant services. Grants are awarded to State agencies operating residential institutions.
This year the program:

- Assisted State institutions through 4 visits and 350 telephone calls.
- Continued work with the coordinator of library services and librarians in the Department of Correctional Services concerning information and referral services and advised on improvement of library services.
- Continued work with Division for Youth library coordinator in the development of library services in facilities.
- Released State grants totaling $465,000 for public library service to inmates of State correctional facilities.
- Granted LSCA funds to the New York State Department of Health and the Division for Youth.
- Monitored the accomplishments of the Helen Hayes Hospital receiving LSCA funding via the New York State Department of Health. The Helen Hayes Hospital provided library services to the physically handicapped by using a computer equipped with special adaptive devices. The project also provided a guide to the software, training packages and books for patient use. Patients used the PCS computer for homework assignments and for word processing activities and games. One major problem area was computer anxiety experienced by patients regarding their use of the PCS computer.
- Monitored the accomplishments of the New York State Division for Youth (DFY), which received LSCA funding to provide materials to four functioning libraries and service delivery of collections of black, Hispanic and self-help books. The library coordinator made numerous visits to youth facilities to recruit staff volunteers and to solicit support from public library systems. The library coordinator worked with the administration of DFY to give

higher agency priority to library services and to see that facilities have an on-site librarian.

Task 5.b Provide information on effective institution library services and disseminate information through conferences and workshops.

Accomplishments

Annual Reports for 1988-89 have been collected from State institutions libraries and summarized for publication in the *Institution Libraries Statistics*.
The institutional library consultant of DLD consulted with institution librarians statewide regarding the annual Institution Workshop. The workshop was postponed in 1989 because of severe State fiscal restraints placed upon travel to meetings, workshops and conferences.

Task 5.c Encourage libraries to pay particular attention to the needs of elderly persons in institutions.

Accomplishments

While on field visits, the consultant underscored that it is important that institution librarians be aware of and provide resources to meet the specialized information needs of elderly persons.

Objective 6. Effective use of technology to improve services and efficiency.

Task 6.a Assist cooperative regional planning that supports resource sharing and services.

Accomplishments

During 1989, $3 million of State funds were allocated for the development of a program to build regional bibliographic databases and to improve interlibrary resources sharing in New York State. Nine regional programs, representing all types of library systems, carried out projects that converted over 1.3 million bibliographic records into machine-readable form, provided improved access to the various national databases, extended and improved telecommunications between libraries and conducted several studies to improve automated services.

Task 6.b Link the various automated (and generally dissimilar) library applications in the State, providing access to bibliographic and holdings records throughout the State.

Accomplishments

No projects were completed under this category. However, the Technology and Access Task Force recommends that one or more pilot projects be undertaken after work has been completed by a contractor to determine functional requirements and specifications for linking. This recommendation is an important step toward the achievement of this objective.

Task 6.c Further develop machine-readable bibliographic and locator files for monographs and serials.

Accomplishments

The development of the monographic and serials databases with State and Federal funds continued in 1989. The monographic databases consist of 149.6 million holdings records with approximately 40 percent in machine-readable form. In the serials databases, of the estimated 1.4 million records, approximately 60 percent are in machine-readable form.
Monographic databases:

- The Capital District Library Council had as a goal to improve access to the regional resources through online database retrospective conversion of monographs. The project converted 31,400 records, 400 into the OCLC database 24,000 into the Brodart database and 7,000 into RLIN.
- The Capital District Library Council has as its chief overlying goal to create a union catalog of the region's monographic holdings that were in MARC format and to distribute that union catalog on a two-disc CD-ROM set to all of the libraries and library systems in the area that desire it.
- The Central New York Library Resources Council carried out a conversion project involving academic, special and school libraries. It was projected that there would be 40,376 records converted, but the final total was 51,537 records converted. The records were added to three databases: OCLC, Brodart and Mid-York's DRA system.
- The Long Island Library Resources Council project goal was to increase the number of machine-readable records in the region by converting 14,000 ubiquitous records and 500 unique records.
- The New York Metropolitan Reference and Research Library Agency (METRO) project supplemented the State's Regional Data Bases program by adding 8,586 records into the database. Three thousand six hundred and sixty-two (3,662) records were added to RLIN, 4,393 records were added to OCLC, and 531 records were added to the MILCS database.
- The New York Public Library's project continued the building of the Metropolitan Interlibrary Cooperative System (MILCS) database, which is resident on The New York Public Library's LIONS

(Library Information On-line Network System) computer system. This project added 264,699 titles and 784,926 holdings to the database for participating libraries in the metropolitan New York and Long Island regions.

- The North Country Reference and Research Library Resources Council converted 23,070 records, of which 177 were unique in the database. The project involved school, public and academic libraries. The records were converted into OCLC, Brodart and the North Country Library System's DRA system.
- The Rochester Regional Library Council project converted 15,486 records from public, academic and school libraries. The records were converted on the OCLC and Brodart databases. One thousand seven hundred and five of the records converted were unique in the database.
- A conversion project was administered by the South Central Research Library Council. Although 35,300 records were projected, the project converted 42,716 records from academic, special and school libraries into OCLC, Brodart and RLIN. One thousand four hundred and twenty-nine of the records were unique in the database.
- The Southeastern Library Resources Council converted 56,044 records into the region's union catalog (CATFICHE) to provide increased access to these resources by all member libraries. These records reside on the Marcive database, from which microfiche copies are produced and distributed to participating libraries in the region.
- The Western New York Library Resources Council oversaw a project that converted ubiquitous records from academic, public, special and school libraries into OCLC. The projected number of records to be converted was 33,963, but the final total showed that 38,598 were actually converted.

Serials Databases:

- The New York Metropolitan Reference and Research Library Agency (METRO) continued the development of the METRO union list of serials by adding 20,727 records to OCLC and RLIN.

Task 6.d Sponsor appropriate studies to plan and design the technological component of a coordinated resource sharing and document delivery system.

Accomplishments

The Phase II Automation Committee completed their work in 1989. The culmination of the work resulted in the statewide automation plan entitled *Technology & Access: The Electronic Doorway Library*. LSCA funds were used to support the work of the Committee.

Task 6.e Integrate LSCA funds, State aid for regional bibliographic and database development and other resources effectively.

Accomplishments

State Legislation passed in 1984 and expanded in 1986 established grants to accelerate the conversion of data for regional automated databases and to provide for improved interlibrary resources sharing. Automation funds are available to convert records held by public, academic, school and special libraries through library systems. In 1989, the 9 reference and research library resources systems and 22 public library systems received approximately $3 million to build regional bibliographic databases, improve access, develop plans and conduct studies.

Task 6.f Encourage and assist libraries of all types to make appropriate use of computers, including the experimental use and testing of new technological applications.

Accomplishments

It is estimated that of New York State's 733 public libraries, more than 400 have one or more microcomputers. No Federal funding was requested for microcomputers in this program year; however, some libraries chose to use State or local funds to purchase them.

Objective 7. Preservation of endangered library resources.

Task 7.a Provide technical and consultant services to public and other libraries on conservation/preservation planning and action.

Accomplishments

Grant Application Workshops — Four grant application workshops were held in different locations around the State. The purpose of these workshops is not only to assist prospective applicants in preparing a proposal, but to encourage a greater degree of preservation planning. A total of 121 people from 104 institutions attended these workshops. For prospective applicants who could not attend a workshop, and as an aid for those who did attend, an application workbook containing hints on grant writing, good and not-so-good examples of answers to questions in the project activities has been developed.

Environmental Controls Workshops — Three NEH-funded workshops on environmental controls were conducted by William Lull, a building technologist from Garrison/Lull in Princeton Junction, New Jersey. Mr. Lull suggested many practical solutions to improving environmental controls for small- and

medium-size repositories with library and archival collections. Invaluable information was given to participants about levels of control that can be maintained on a limited budget, environmental improvements that could be made in small renovation projects, as well as, design steps and processes to consider with new construction. Workshops were held on: March 31 at St. Bonaventure University in Olean; April 7 at the New York Botanical Garden in the Bronx; and April 10 at the Cultural Education Center in Albany. Two hundred and nine people attended these three workshops.

Because the workshops were so well received and because practical information in this area is greatly needed, written guidelines for improving environmental controls are being developed to assist repositories in planning for renovations, new construction, choosing HVAC systems and monitoring environments. These guidelines were developed by William Lull and edited by Paul Banks of the Columbia University Library Conservation Program.

NATIONAL CONFERENCE — In addition to technical assistance for New York institutions, New York's program serves as a resource for other states contemplating statewide preservation planning or other activities. In addition to regular, informal discussions about the operation of the program with other preservation professionals, the Conservation/Preservation Program was a cosponsor of the National Conference on Statewide Preservation Programs held in Washington March 1-3, 1989. The library was represented on the program by the Deputy Commissioner for Cultural Education, who opened the conference; the Assistant Commissioner for Libraries, who participated in a panel discussion of legislative initiatives; and the Conservation/Preservation Program Administrator, who described the development of the discretionary grant program.

Task 7.b Encourage development of regional and statewide strategies for preservation and disaster preparedness.

Accomplishments

Disaster Preparedness Workshops — Three NEH-funded disaster preparedness workshops were sponsored by the Conservation/Preservation Program this spring, along with two additional disaster workshops conducted by the Northeast Document Conservation Center staff. A total of 283 people attended.

A disaster planning resource packet containing guidelines for writing a disaster plan, a list of statewide volunteers and other materials was distributed at the workshops. A flyer advertising the availability of the packet was widely distributed. In addition, an article on disaster planning was submitted to the newsletter editors of all library systems and historical service agencies in the State. The purpose of the article was both to raise awareness about the importance of disaster preparedness planning and to publicize the training workshops and resource packet. The same article was distributed in leaflet form directly to libraries and other agencies. To date more than 900 disaster preparedness resource packets have been purchased by libraries, historical societies, museums, archives and other agencies. Requests for the packet have come not only from within New York, but from a variety of out-of-state institutions as well.

The Conservation/Preservation Program is beginning to see the fruits of the 1988 Disaster Preparedness Pilot Project. For example, 110 people have been recruited as statewide disaster planning and recovery volunteers. These volunteers have attended the training workshops sponsored by the State Library and have offered to assist others in their region with writing a plan or in the recovery operation in the event of a disaster. Another direct result of the disaster project is that five of the nine library system regions in the State have initiated some form of regional disaster preparedness planning. Several libraries in the Bronx have formed a cooperative disaster preparedness network and applied for and received private funding to purchase disaster supplies that they will share. Several institutions in the Western New York region are preparing a regional plan and proposal that they will submit to the Discretionary Grant Program this year for the purchase of a disaster supply trailer to be shared between institutions in six counties. Three other library systems are compiling lists of resource people and emergency suppliers for distribution to their members.

Task 7.c Administer the State aid program for conservation and preservation of library research materials.

Accomplishments

COMPREHENSIVE RESEARCH LIBRARIES — Each of the 11 comprehensive research libraries designated in the 1984 legislation receives an annual grant of $90,000 to support is preservation activities. In addition, $350,000 is available for coordinated preservation projects among these libraries. Five coordinated preservation projects were funded for 1989/90. This year, all 11 of the comprehensive research libraries are involved in one or more of the following projects: "Preservation of Historical Photographic Materials" ($118,712); "Central New York Regional Disaster/Emergency Response Plan" ($54,000); "Preserving the Heritage of New York State Agriculture, Conservation and Rural Economy" ($44,713); "Preservation of Acetate-Based Audio Materials — Phase IV" ($102,000); and "Preservation Videotape — Shedding Light on the Case" ($30,575).

DISCRETIONARY GRANT PROGRAM — Eighty-

eight applications were received for the 1989/90 Discretionary Grant Program requesting a total of $1,037,438. Five hundred thousand dollars are available for awards. Sixty applications, or 68 percent of the applications submitted, were funded this year. Twenty-seven of these awards (45 percent) were made to libraries; 8 (14 percent) to archives, 8 (14 percent) to museums; 12 (20 percent) to historical societies; and 5 (9 percent) to other types of agencies. Awards were made to support projects for microfilming manuscripts and printed books; professional conservation treatment of research materials, including photographs, atlases and historic manuscripts; and for general preservation surveys to assess collection care needs, determine environmental control requirements and help develop long-range preservation plans.

The 1990/91 Discretionary Grant guidelines were revised and distributed in July. In addition to preservation surveys, regional cooperative projects and environmental controls were named as Discretionary Grant Program priorities. The guidelines were also revised to include the preservation of newspapers as a fundable activity for the first time in the program's history. Priority in funding newspaper preservation projects will be given to coordinated regional projects involved in the microfilming phase of the New York State Newspaper Project.

Task 7.d Encourage the use of documentary films and slide shows that inform staff and the public about preservation needs and recommended action.

Accomplishments

In conjunction with the National Conference on Statewide Preservation programs, the New York State Conservation/Preservation Program funded the production of the multi-projector sound and slide presentation "Collections at Risk: The Preservation Challenge Faced by States." The program is designed to be used in a variety of settings to advocate public support for preservation programs. The program will eventually be converted into a videotape format and made available for nationwide distribution.

Objective 8. Construction and renovation of library facilities to improve service in systems and member public libraries and to provide access for physically handicapped persons.

Task 8.a Seek appropriations for State aid for library construction, renovation and/or modification of public library buildings.

Accomplishments

Two million dollars in State aid in 1986 were allocated to 129 public library construction projects located within the 22 public library systems. More than 75 percent of these projects are renovations to make library facilities more efficient and attractive through general improvements or increased energy efficiency and/or accessibility for physically handicapped persons.

Four million dollars in additional State aid are being sought for some 231 public library construction projects spread across the 22 public library systems, as recorded in a September 1989 construction needs assessment survey conducted by the Division of Library Development.

Task 8.b Use Federal LSCA Title II and other available funds to assist library construction and renovation.

Accomplishments

The FY 1989 allotment, totaling $1.2 million, generated 25 applications offering $3.7 million in matching funds. Grants totaling the $1.2 million were made to 25 public libraries in February 1989.

Task 8.c Conduct an annual construction needs assessment within the State.

Accomplishments

Data supplied on September 30, 1989, by public libraries through their system headquarters in an annual statewide survey indicate that it would cost a minimum of $163.6 million to provide adequate facilities for some 231 public libraries throughout the State.

Task 8.d Continue the State- and system-level planning processes to gain maximum value for construction expenditures.

Accomplishments

As required by Educ tion Law and Commissioner's Regulations, each public library system must have a plan of service by which it will accept, review and make recommendations on State-funded construction applications. Plans must include a schedule of such actions, local funds matching requirements, planning and technical requirements and procedures.

Objective 9. Improved school library media service to students and teachers.

Task 9.a Work with the Bureau of School Library Media Programs for the sound development of school library systems.

Accomplishments

School library system membership now includes 695 public school districts and 387 nonpublic schools. The

46 school library systems serve 2,379,470 public school students and 103,479 nonpublic pupils.

Task 9.b Strengthen liaison between the Bureau of School Library Media Programs and the Library Development Division.

Accomplishments

The School Library System Coordinator and assistant work in each office, confer and report regularly. Field trips to individual school library systems and to regional meetings and conferences are made by the program coordinator and assistant and staff from the Bureau of School Library Media Programs. Due to budget restrictions, staff from DLD and BSLMP attended regional meetings of school library system directors to discuss strategies, issues, concerns and priorities.

Task 9.c Sponsor school/public library conferences to disseminate information on topics of current interest to library personnel.

Accomplishments

Library partnerships were promoted through participation in numerous regional and statewide conferences, workshops and institutes. Such conferences are the annual statewide "Parents As Reading Partners" conference, The Humanities in Education and Learning Technologies Fair. Programs to improve school library service and school involvement in networking were provided at the annual conference of the New York Library Association. The Associate is a liaison to the School Library Media Section of the New York Library Association.

The Division of Library Development and the Bureau of School Library Media programs worked in conjunction with the College of Humanities and Fine Arts, State University of New York at Albany to develop a program to train school and public librarians to work with scholars in communities around the State to provide humanities programming for teenagers. Funded by the National Endowment for the Humanities, " A Learning Odyssey" will invite school and public librarians to form "teams" with local humanities scholars and attend a statewide training conference in October 1989. Follow-up meetings will be held around the State to assist the local teams in developing actual library programs for teenagers at the libraries in their regions. These program plans will be published along with the conference proceedings and shared statewide.

In the absence of a full-time youth services consultant, the DLD liaison works with youth services personnel at regional library systems. One meeting a year is held between State Library staff and the New York Library Association Youth Services Section representatives to discuss mutual concerns. The liaison also disseminates information on notable children's and young adult films, books, filmstrips and other library resource award winners to school and public librarians. The DLD liaison is a member of the ALA/ASCLA/SLAS/Youth Services Division providing a link between the other 49 state libraries and the youth services personnel in New York State.

Task 9.d Foster cooperation between school and public libraries in appropriate programs of service to children and parents.

Accomplishments

An Associate in Library Services, who is the Coordinator of the School Library Systems, and a half-time Assistant in Library Services provide both consultant information on school libraries to the staff of Library Development and consultant information on all types of library systems to the Bureau of School Library Media programs promoting cooperation between public and school libraries.

Objective 10. Strengthening of the resources and services of the State Library to assure (a) the highest quality reference and research library service to the Executive, Legislative, and Judicial branches of State government[4]; (b) efficient and effective interlibrary loan, networking, support and specialized library services to libraries and clienteles; and (c) planning, coordination, leadership and State financial participation in the provision of library service to all the people of New York State.

Task 10.a Use the State Library collection, the resources of 10 referral libraries and a computer-based telecommunications network to improve statewide network performance and to fill requests not satisfied by regional systems.

Accomplishments

The State Library received and processed 83,621 interlibrary loan requests. Of these 41,135 (49 percent) were filled by the State Library and 22,046 (26 percent) were forwarded to the contract referral libraries.

The use of ExpressILL by the NYSILL transmission sites (36.7 percent of requests received from them and 32.8 percent of total requests received) has greatly

[4]This service is supported by nonmatching State funds.

helped. In general, first day turnaround is 71.9 percent and 88.9 percent of all requests received are either sent, referred, or reported within two work days. For ExpressILL items, 81.3 percent are sent, referred or reported on the first day, and 93.2 percent are done in two days.

Task 10.b Increase collection and staff strengths at the Library, which will ensure timely and effective response to interlibrary loan requests.

Accomplishments

The State Library added 26,865 new monographs, 108,974 serial issues in 18,750 titles and 284,682 microform units to the research collections (all were purchased with State funds). The State budget for acquisitions was $2,527,577.

Thirty-five reference staff members attended training sessions in a variety of subject areas. These cross training classes helped staff increase their knowledge of tools outside their normal subject areas in order to increase their effectiveness at the consolidated reference desk. The expanded knowledge base has helped staff make accurate referrals and respond effectively to questions that cross several disciplines.

Thirty-five librarians and support staff in Reference Services were trained in the use of online databases. This will enable them to provide better service to patrons.

Revision of the Reference Services Policy Manual was completed and resulted in a working draft. The revised policy manual is essential to ensure that staff act in an appropriate and consistent manner now that there is a consolidated reference desk.

Staff streamlined service to people incarcerated in New York State facilities by implementing a form for submission of requests for legal materials. A total of 2,760 letters/forms were received. These contained 5,279 requests for citations, which resulted in 76,233 photocopied pages. This project supplements material supplied through public library systems by providing direct access to unique legal material in the State Library for prisoners in New York State correctional facilities.

Bibliographic data and holdings information for 4,026 titles held by the State Library were added to the national serials and newspaper databases under the CONSER Program. Holdings records were also added to the national databases, which totaled 8,500 holdings records. In addition, 460 headings were established for the National Cooperative Cataloging Program (NACO).

Task 10.c Use new techniques to improve library and network performance and provide access to a full range of information resources (including computerized databases).

Accomplishments

The State Library continued to develop the Electronic Reference Station (ERS) for the end user. New databases were added on compact disc to provide quick access to information and data to the people of the State. The following new CD-ROMs were added this year: GDCS (Government Documents Catalog Service); MEDLINE (Medical Periodical); INFOTRAC (Legal Trac Database); UMI (Periodical Abstracts, Newspaper Abstracts and ABI/INFORM); CASSIS (U.S. Patents); DODISS Plus (Military and Federal Standards and Specifications); ILP (Index to Legal Periodicals); and SSI (Social Science Index). This means there are now 12 CD-ROM products that are available free of charge for on-site patrons to use independently. Three of these CD-ROMs index microfiche collections that the State Library holds. In-depth subject, author and title access to these reports on microfiche is provided with no online charges. Also, at the ERS, library reference staff can do quick, ready reference database searches free for the on-site public user or to answer an obscure interlibrary loan request. In addition, the dial-up database services available at the ERS are BRS, Dialog, OCLC, RLIN and the online catalogs of SUNY at Albany and RPI. By bringing together a variety of automated resources on the public floor, quick, up-to-date information is available to respond to on-site patrons.

Refinement of NYSILL's ExpressILL feature has had a major positive impact on interlibrary loan service. Thirty-two percent of all requests processed at the State Library took advantage of this option. As a special service, facsimile transmission of requested materials is now available on a cost reimbursement basis.

Task 10.d Support statewide public information programs designed to increase awareness of library services.

Accomplishments

Thirty-two press releases were prepared and distributed to the State and national public and library press. Twenty-one radio and newspaper interviews were given. Materials were distributed for National Library Week and ALA Legislative Day. Libraries were represented on: the Advisory Council for the Center for Learning Technologies; the State Education Department Liaison Group; and the State Education Department Task Force on Training and Staff Development.

Task 10.e Seek State funds for services heavily dependent upon LSCA funds.

Accomplishments

The Regents 1989 Legislative proposal included two major sections that would have reduced State Library

dependence on Federal funds. The legislation sought additional assured funding for the New York State Library for the Blind and Visually Handicapped (an increase of $390,173) and requested an annual increase of $500,000 for the Division of Library Development for staff. The personnel services funds requested for the Division of Library Development would have transferred some technical assistance staff and increased the overall staffing levels. Unfortunately, this legislation did not pass both houses.

Task 10.f Provide consultant service and staff assistance for planning and development of library services.

Accomplishments

The Division of Library Development coordinated and improved services in 739 public libraries, 77 library systems, 171 libraries in institutions, 276 academic and research libraries and 1,278 special libraries. FY 1989 LSCA activity included support for the following programs:

- Provided consultant service to librarians and trustees about planning and development of library services.
- Provided special consultant and technical assistance services to approximately 145 public libraries or public library systems designated to receive funds allocated for a Special Legislative Project.
- Provided five workshops, "Funding Library Literacy Programs," "Future of Systems in New York State," "On the Frontier at Library Development — Hot Topics for 1989," "For Trustees Only — How to Comply with the New Public Library Standards," and "Public Library Standards for New York State," for over 800 librarians and trustees by Library Development staff at the 1988 New York Library Association Conference. These were five of some 57 different speaking engagements, 15 conferences and workshops and 16 regional meetings conducted by staff during 1988-89.
- Completed initial work on revising minimum public library standards established in 1950 for public libraries.
- Achieved completion of the first major study of library systems in 20 years.
- Developed an implementation plan *Technology & Access: The Electronic Doorway Library*, to carry out recommendations in the strategic statewide automation plan, *Libraries & Technology*.
- Initiated work with the Federal State Cooperative System for Public Library Data, made possible by cooperation of the states and the National Center for Education Statistics and the U. S. National Commission on Library and Information Science.
- Developed a policy statement with the State Education Department's Division of Continuing Education Programs on how the two offices can work cooperatively to eradicate adult illiteracy and actively participated in planning for the State Literacy Council's statewide literacy convention and regional caucuses.
- Made 263 consultant visits to public libraries and systems in reference to continuing library education, LSCA library projects, institution service programs, resource sharing, telecommunications, central library development, outreach programs, work with library trustees and citizens library groups and other special programs. Through 3,618 pieces of correspondence and 14,088 telephone contacts provided staff assistance to librarians and trustees.

Task 10.g Emphasize the review of plans of service as a means of exercising more current and systematic planning and evaluation.

Accomplishments

Reviewed annual applications, budgets and plans for the use of State aid for the 22 public library systems, 9 reference and research library resources systems and 46 school library systems. Reviewed annual applications, budgets and plans for designated aid projects: 2, The New York Public Library Schomburg Center for Research in Black Culture and the Library for the Blind; 1, Brooklyn Public; 1, Buffalo and Erie County Public Library; 1, Nassau Library System; 22, Coordinated Outreach Services; 22, Central Library Programs; 36, Regional Database Programs; 3, Indian Library Programs; 76, Special Legislative Grants; 16, Public Library System Programs for service to inmates of State Correctional Institutions; 9, Coordinated Academic Collection Development Programs; 9, Hospital Library Service Program; and 48, Conservation and Preservation of Research Materials Programs.
Continued planning for revision of system plan of service outlines for public library systems and reference and research library resources systems.

ONE HUNDRED YEARS OF HISTORY:

A SELECTIVE CHRONOLOGY OF EVENTS IN AMERICAN LIBRARY, NEW YORK STATE LIBRARY AND NEW YORK LIBRARY ASSOCIATION HISTORY

The New York Library Association's first century has been a dynamic time with innumerable changes in society, culture, communications and, most pertinently, in library services. The following list of dates and events, highly selective and not complete, attempts to convey a sense of these developments in the world of libraries, especially in New York State. Events in American library history are given to provide a sense of the national library scene in which New York libraries and librarians played a significant part. Several of the references related to American library history are taken from Josephine M.A. Smith, *A Chronology of Librarianship*, 1968.

1890

Massachusetts creates a Free Public Library Commission, the first library extension agency in the U.S.

New York Library Association organizes in Albany, July 11, 1890, with 43 people at organizational meeting

Legislative Reference Service begins at the New York State Library, earliest known such service in U.S.

1893

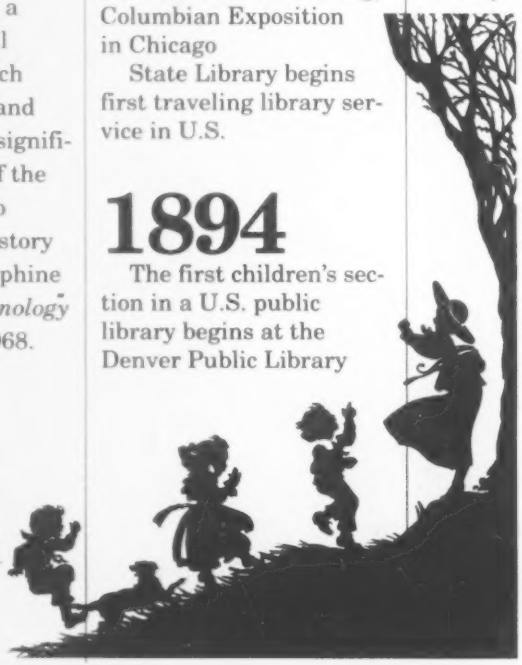
World Library Congress is held at the Columbian Exposition in Chicago

NYLA meets at the New York State Building, Columbian Exposition in Chicago

State Library begins first traveling library service in U.S.

1894

The first children's section in a U.S. public library begins at the Denver Public Library



NYLA formulates "Proper standards" for a public library

Electricity lights the State Library for the first time, so that Library can remain open in evenings

1895

Congress initiates distribution system of government documents to depository libraries

NYLA selects "Best 25 Books of 1894"

New York Public Library is formed by uniting Lenox and Astor libraries

1897

Medical Library Association organizes

NYLA Committee on Legislation advises State Legislature on library law

Planning for Library for the Blind begins after Regents authorization on March 19, 1896. First Braille books received June 1898

1900

American Booksellers Association organizes NYLA holds 10th Annual Meeting at Lake Placid: 5 sessions and 80 attendees

Dewey reports that 1,000 traveling libraries in circulation and that between 1893 and 1900 the number of public libraries have grown from 29 to 175; Library Week inaugurated

1901

Library of Congress begins interlibrary loan service and publishes the LC Classification System

NYLA begins Library Institutes

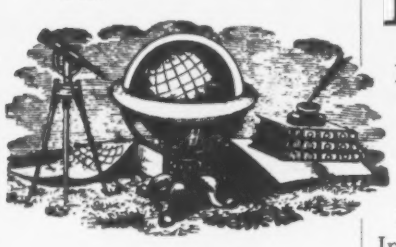
State Library exhibits library publications, sample card catalogues, indexes and library photographs and charts at the Pan-American Exposition in Buffalo

1902

The first *Guide to the Study and Use of Reference Books* is published

The first eight Library Institutes meet in New York State cities with NYLA funds

The New York State Library School requires an undergraduate degree for admission and becomes the first graduate library school in the U.S.



1906

American Association of Law Libraries organizes

NYLA, meeting at Twilight Park, asks the Education Department to prepare a report on library conditions in the state, in particular, libraries in penal and charitable institutions, and the Normal Principals Association to include the teaching of the use of books in normal schools

Edwin H. Anderson becomes Director of the State Library, replacing Melvil Dewey

1908

Syracuse University establishes School of Library Service

NYLA appoints committees on High School Libraries to investigate school library conditions; Reading in Rural Communities in the state

James I. Wyer becomes Director of State Library

1909

First LC List of Subject Headings is published; Special Libraries Association organizes

NYLA forms Committee on Reading for Penal and Charitable Institutions

State Librarian reports there are 1,306 libraries in New York State with 9,957,225 volumes and a circulation of 19,916,346 items

1911

Photostat service begins at LC and New York Public Library

NYLA Committee on Library Institutes recommends that brief, intensive studies of "simple library methods" be offered

New York State Library burns March 29, 1911, one of the worst library fires in history

1915

American Association of School Librarians and Association of American Library Schools organize

NYLA Committee on Merit System for appointments to library service created. Committee on Libraries and Schools appointed to formulate a plan of cooperation for public and school libraries

State Library provides extensive reference and research assistance to the 1915 State Constitutional Convention in summer

1919

National Children's Book Week is begun by the American Booksellers Association. Henry E. Huntington Library, San Marino, California opens

NYLA Committee on Standardization and Certification will investigate library salaries and report on plans for their improvement through state and local legislation

24 present and past State Library staff serve in World War I, 10 in armed forces and 14 in relief operations

1920

Standards for high school libraries adopted by NEA and ALA; Southeastern Library Association organizes

NYLA Editorial Committee makes *New York Libraries* the official publication

The State Library begins its "Historical Music Collection" with over 20,000 scores

1925

Hampton Institute establishes a library school for black librarians

NYLA Board asked to consider cooperating with the New York State Historical Association to plan for the "systematic collection, preservation of historical records of the State and undertake a survey of special collections in New York State libraries

State Library receives the Albany Institute and DeWitt Clinton Newspaper Collections, 208 volumes of early New York State newspapers

1929

The International Federation of Library Associations is formed in Venice

NYLA Council to promote county library system in the state; NYLA receives its Provisional Charter of incorporation from Regents

Library Extension Division attempts to secure legislation providing State funds to match local taxation for county libraries

1931

Association of Research Libraries and the Music Library Association organize

NYLA and ALA pass resolutions petitioning Congress to provide federal aid for library development

NYSL Library for the Blind loaned 35,000 Braille books to blind readers

1935

Rules for interlibrary loans drawn up by IFLA

NYLA and six New England state library associations meet jointly in Lake George

State Library's newspapers collection is listed in the *National Union List of American Newspapers;* Library receives papers of famed Hudson River School painter, Thomas Cole

1940

ALA establishes Committee on Intellectual Freedom

NYLA creates Committee on Library Action to explore ways of helping the national defense

The Bookmark begins publication; R.W.G. Vail becomes State Librarian

1942

Loan of films becomes a normal part of library service

NYLA omits conferences in 1942 and 1943 at request of Office of Defense Transportation

R.W.G. Vail, State Librarian, serves as Chairman of State Committee for the Conservation of Cultural Resources, to plan for protection of State historical and artistic treasures in case of enemy invasion

1945

ALA Council debates the issue of value of undergraduate or graduate library science degree

NYLA is integral part of Statewide Survey of Library Service planning for postwar libraries in the State

1946

The American Chemical Society experiments with a punched cards retrieval program

NYLA receives its Absolute Charter from the Regents, December 20

Dr. Charles F. Gosnell becomes State Librarian and, in 1949, Assistant Commissioner for Libraries

1949

The Public Library Inquiry, a major survey of libraries under the editorship of Robert D. Leigh, begins

NYLA meets in Syracuse, theme is "Educational Role of Libraries in Contemporary Society" and discusses State aid to libraries

State Library operates New York State Freedom Train throughout the State, displaying famous documents of American and New York State history

1950

Closed telegraphic system for interlibrary loan work is first used in Wisconsin

NYLA appoints three new committees, Intellectual Freedom; Federal-State Relations; Readers and Reading to deal with important issues facing the profession

First major state aid to libraries law in nation is passed in New York

1954

Library of Congress experiments with facsimile scanner for long-distance image transfer

NYLA College and University Libraries Section (now ASLS) organizes

State Library receives page of Gutenberg Bible as a gift to add to its collection of books related to the history of printing

1955

Universal Copyright Convention is ratified; Presidential Libraries Act is passed by Congress

NYLA meets at Lake Placid, theme is "Canadian-American Relations"

Bureau of Audio and Visual Aids and *The Bookmark* begin to list films and records of interest to libraries

1956

Congress enacts Federal Library Services Act for rural library services, providing $7.5 million each year for five years

NYLA shares grant to produce a color film about county library service featuring Buffalo and Erie County Public Library

Commissioner's Committee on Public Library

Service makes recommendations leading to increased library aid

1965

Machine Readable Cataloging (MARC) project is begun at Library of Congress

NYLA celebrates 75th Anniversary; Governor's Conference on Libraries is held in June

Gilbert Prentiss becomes State Librarian

1967

Ohio College Library Center (OCLC) begins operations

South Central Library 3R's Council is chartered, completing the 9 regional systems

John A. Humphry becomes State Librarian and Assistant Commissioner for Libraries

1968

First online bibliographic information retrieval system in biomedicine begins operation as the SUNY Biomedical Communications Network

NYLA meets in New York City, with theme of statewide patterns of library services

State Library experiment, called FACTS, in 1967-1968 attempting facsimile transmission of copies of research materials via leased lines

1971

OCLC shares cataloging system; the first online computerized network for libraries

NYLA conference concentrates on public image of librarians and political survival of libraries

Commissioner of Education appoints advisory committees on Library Services and Construction Act and for planning for academic libraries in New York

1973

U.S. Supreme Court issues new standard of obscenity in publication; intellectual freedom becomes major issue

First Executive Director for NYLA is hired

New York State Library joins OCLC

1976

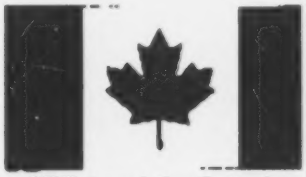
Governor Carey establishes Commission on Libraries

NYLA Conference offers workshops which earn Continuing Education Units for the first time

Division of Library Development reorganized into two bureaus: Regional Library Services and Specialist Library Services

1977

Captain Kangaroo finds that not all children's librarians were enthusiastic about "Picturepages"



NYLA and the Ontario Library Association hold joint conference in Niagara Falls

Joseph F. Shubert becomes State Librarian and Assistant Commissioner for Libraries

1978

Second edition of *Anglo-American Cataloging Rules* (AACR II) published

NYLA lobbies successfully for enactment of first comprehensive library aid bill, bringing State aid to $30 million

State Library moves to new quarters in Cultural Education Center

1980

OCLC interlibrary loan program becomes available

NYLA submits an amicus curiae in the Island Trees censorship case

Commissioner Ambach constitutes the 1980-1981 Commissioner's Committee on Statewide Library Development; NYSL opens service point in Legislative Office Building

1985

CD-ROM technology is introduced at ALA Midwinter meeting

NYLA Roundtable on Library and Information Science Education forms

NYSL's electronic mail service, NYLINE, completes first year of operation

1986

Meese Commission on Pornography issues report; ALA responds vigorously in defense of intellectual freedom

NYLA Council approves a recommendation calling for minimum salary for beginning librarians

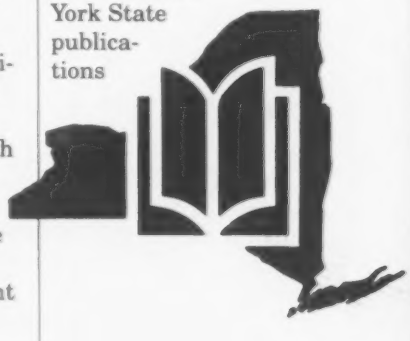
Legislature increases library aid to $73 million

1989

Library of Congress initiates a test of making its databases available to the public, selects NYSL as one of 14 sites

NYLA moves its executive offices to Albany

NYSL launches new documents depository system to increase public access to New York State publications



COMING IN *The Bookmark*

The next issue of *The Bookmark* will focus on information needed by participants in the 1990 New York State Governor's Conference on Library and Information Services. This issue will be edited by George Bobinski, Dean of the School of Information and Library Studies at the State University of New York at Buffalo. The Summer 1990 issue will focus on law library service and will be edited by Christine Bain, Associate Librarian in Reference Services at the New York State Library.

RECENT ISSUES

Spring 1989 Uncovering Information: Subject Access to Information

Winter 1989 Libraries in the Tradition of Freedom of Expression

Fall 1988 Serving Business in an Information Economy

Summer 1988 Outreach Services

Spring 1988 Youth Services

Winter 1988 Libraries and Technology

Fall 1987 Bibliographic Instruction

Summer 1987 The Public Library Trustee and Changing Community Needs

Spring 1987 Conservation/Preservation

Winter 1987 The New York State Library and Libraries in New York State

NIGHT OF 7,000 STARS OPENS NEW YORK STATE GOVERNOR'S CONFERENCE ON LIBRARY AND INFORMATION SERVICES

Libraries of all sizes in New York State will join in an American Library Association event on April 25 to launch the first event of the New York State Governor's Conference on Library and Information Services. Mrs. Matilda Cuomo is the Honorary Chair of the *Night of 7,000 Stars*. According to Marian Crounse, Conference Director, Patricia Mautino is Chair of the organizing committee that includes representatives of the New York Library Association, the New York State Library and State Education Department, the Governor's Commission on Libraries, other libraries, and the Imagination Celebration.

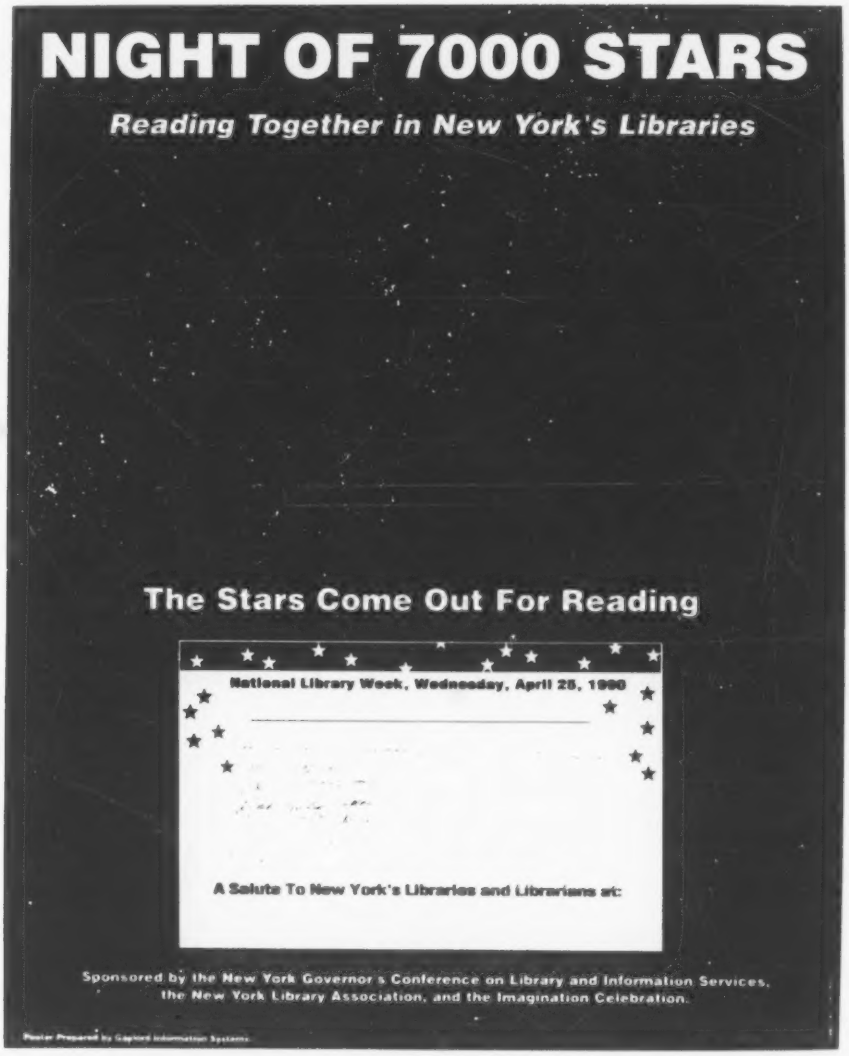
Mrs. Cuomo will participate in one of the simultaneous Mini-Imagination Celebrations for the *Night of 7,000 Stars* in a local school on April 25. Communities in which events are scheduled run from Albany to Yonkers and from Buffalo to the Hamptons. Events include:

- The Corning Area Library will turn reading rooms into a "giant family room for the public." Stars including Mary Lu Walker, folk singer and song writer; Cornelius O'Donnell, nationally known cookbook author; Maria and Jack Scott, who have authored cookbooks and articles for *Readers Digest*; and the Browns from Painted Post, who built a deck onto their home with the assistance of a video obtained from the Library.
- The New York Public Library will feature Joyce Dinkins, wife of New York City Mayor David Dinkins, who will read to children from all boroughs at a large celebration on April 21.
- The Queens Library will shine with a *Night of 7,000 Stars*. Well-known authors such as Judy Blume and Cleveland Amory, plus luminaries such as jazz trumpeter Clark Terry, entertainer Arthur Prysock, artist Alex Katz and sports columnist George Vescey, will join a host of other New York leaders and readers in the boroughwide celebration.
- Harriet Sobol, author of several books for children and parents, will conduct a "conversation on children and books" at the New York State Library on April 25.
- The Ossining Public Library will feature storyteller Duane Sharrock for a family story time for school-aged children and adults.
- Erie County libraries will all be open on the evening of April 25 from 7-9 p.m. Each community will invite celebrities. Stars participating will include local newscaster Irve Weinstein, and Blossom Cohan of the Studio Arena will present a poetry reading entitled *Something Borrowed*. In addition, 100 children ages 10-18 will present a program of Suzuki Violin music at the Erie County Central Library.
- The Ulster County School Library System is coordinating events countywide, and stars participating include folksinger Pete Seeger and actress Estelle Parsons.

continued on next page

Gaylord Information Systems of Liverpool, N.Y., has generously supported the *Night of 7,000 Stars* and has designed and printed 9,000 posters (shown below) — each can be autographed by stars and participants during the April events. The poster will also form a display for the Governor's Conference in Albany in November.

This project was made possible by the assistance of the following people: Michael O'Connor and staff at the Southern Adirondack Library System, who transported the materials for the 8,000 packets to the Liverpool Public Library; Fay Ann Golden, Director of the Liverpool Public Library, who provided a volunteer force to assemble and package the packets for mailing; volunteers from the Oswego County BOCES who copied the Governor's Proclamation for the mailing and also assisted in assembling the packets; Al Hasemeier and staff at the Mid-York Library System, who transported the packets back to the Cultural Education Center for mailing to library systems; library system directors who so willingly distributed the *7,000 Stars* packets to their member libraries; Vivienne Anderson and Imagination Celebration volunteers across the State; and the organizing committee. Members of the committee include the chair, Patricia Mautino, Oswego County BOCES; Vivienne Anderson, Imagination Celebration; Roberta Cade, Division of Library Development; Regent Laura Bradley Chodos; Linda Fisher, Education Department Office of Communications; Sue Fontaine, Queens Borough Public Library; Susan Keitel, New York Library Association; Frances Roscello, Bureau of School Library Media Programs; and Harriet Sobol, author.


NIGHT OF 7000 STARS
Reading Together in New York's Libraries
The Stars Come Out For Reading
National Library Week, Wednesday, April 25, 1990
A Salute To New York's Libraries and Librarians at:
Sponsored by the New York Governor's Conference on Library and Information Services, the New York Library Association, and the Imagination Celebration.

1990: International Literacy Year

The New York State Library is a primary repository for publications pertaining to the history and development of New York State and would appreciate notification from librarians, authors and historical societies of publications available by purchase or gift. Correspondence should be directed to: Humanities Reference Service, New York State Library, Cultural Education Center, Albany, NY 12230.

All articles in *The Bookmark* are published on the authority of the authors. They do not necessarily reflect the opinion of the editor or the policy of The State Education Department.

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Credits: In addition to editors and other credited elsewhere in this issue, the following people in the New York State Library helped make this issue possible: Christine Hodor, Manuscripts Control; Alice Britenbaker and Andrew Mace, Editorial Assistants; and James DeMeo, Production Assistant. Drawings used in the article by Wayne Wiegand are taken from the *Classified Illustrated Catalog of the Library Bureau*, ca. 1883. (The Library Bureau was founded by Melvil Dewey in 1876.)

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